

PROJECT TITLE: School-Aged Services Project

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: Children's Hospital Medical Center of Akron
(private, non-profit agency), Akron, OH.

PROJECT ABSTRACT: The School-Aged Services Project is directed toward the facilitation of exemplary program models for the education of severely handicapped learners. This effort involves the development of public school based programs which: 1) provide for systematic, longitudinal interactions between severely handicapped learners and their nonhandicapped age peers; 2) include parents as integral members of the educational decision-making team; 3) facilitate student access to needed generic services; and 4) engage in long-range planning activities.

Project goals will be accomplished through a variety of systematic change strategies, including: 1) provision of longitudinal inservice training opportunities for general educators, special educators, parents, administrators, and the community; 2) provision of access to the rapidly emerging technology relevant to educating severely handicapped learners; 3) utilization of an interdisciplinary group to define the dimensions of exemplary programming, and 4) intervention through systematic and longitudinal effort in relation to individually determined implementation "problems". The result will be a regional medical/educational system which assures quality service for handicapped children and which can be replicated by other local educational agencies.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to profound.

Ages: 5-21.

PROJECT STAFF:

Administration: Philippa H. Campbell, PI; Max Griffin, M.D., PI;
J. Bradley Garner, CO; Nicholas De Fazio

Contact Person: Philippa Campbell, (216) 379-8256

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
------------	------------	-----------------------

1	0.40	Physical Therapist
---	------	--------------------

SERVICE AREAS: City, suburban, small town, rural; 38 school districts, 3 counties, 12 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school, residential facility, special center (non-school), clients' residences (private homes), MR School (self-contained facilities for MSPR students aged 3-21).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u> </u>	<u> </u>	<u> X </u>
Referral to Appropriate Program:	<u> </u>	<u> </u>	<u> X </u>
General Program Development (IEP):	<u> X </u>	<u> X </u>	<u> X </u>
Instruction/Therapy Plan Dev. (IIP):	<u> </u>	<u> X </u>	<u> X </u>
Direct Instruct./Train. with Client:	<u> X </u>	<u> X </u>	<u> X </u>
Direct Therapy with Client:	<u> </u>	<u> X </u>	<u> X </u>
Ongoing Eval. of Client Progress:	<u> </u>	<u> X </u>	<u> </u>
Family Training/Counseling/Therapy:	<u> X </u>	<u> X </u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Use basic data collection and recording on a continuous basis as is possible and feasible. Depend heavily on hands-on teaching staff (not employed by project).

BASIC DESIGN FOR PROGRAM EVALUATION: Primarily relying on child-change data. Also, documentable alterations in service delivery system for severely handicapped school-age children.

PROJECT TITLE: Project Interaction: A Model Program for Handicapped Students

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: Grandview Heights City School District
(local education agency), Columbus, OH.

PROJECT ABSTRACT: The project incorporates four interrelated components: 1) a visual response system (VRS) resource room in which students respond on individual overhead projectors; 2) a peer tutoring system for regular classroom teachers; 3) a parent involvement training program; and 4) inservice teacher training to provide teachers with functional skills to manage mildly/moderately handicapped students in the classroom. The purpose of the project is to integrate these four components systematically to provide teachers, parents, and administrators with continuous feedback regarding student performance and instructional effectiveness.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, mentally retarded, specific learning disabilities.

Ages: 5-12.

PROJECT STAFF:

Administration: Dr. Timothy E. Heron, PI; Dr. William L. Heward, PI;
Nancy L. Cooke, PM

Contact Person: Nancy L. Cooke, (614) 422-6820

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>5</u>	<u>2.50</u>	Graduate Research Associates	<u>1</u>	<u>1.00</u>	Support Staff

SERVICE AREA: Suburban; 1 school district, 1 county, 1 school/service facility.

SERVICE SITE: Regular elementary school.

SERVICES FOR CHILDREN/YOUTH: All services provided directly by staff or persons trained by project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: 1) Criterion - referenced tests in reading and math; 2) Behavior Rating Profile (Brown & Hammill); 3) Directive Teaching Instructional Management System (DTMS).

Ongoing Evaluation/Monitoring Progress: 1) Data are collected daily. Pupil progress monitored by graphing data; 2) pre-post measures (beginning, middle, end of year); 3) questionnaires/interviews.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Behavior Rating Profile; 2) multiple baseline design; 3) reversal design.

PROJECT TITLE: Social Behavior Survival Program

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: University of Oregon (higher education agency), Eugene, OR.

PROJECT ABSTRACT: Development, Testing, and Replication of a Social Behavior Survival Program for Mainstreaming Handicapped Children (SBS) is a three-year HCMP grant in its first year of funding. The project focuses upon assessing the social behavior standards and expectations of potential receiving teachers in regular classrooms, and analyzing the handicapped child's behavior in relation to those standards; the handicapped child is then taught, in the more restrictive setting, those skills and competencies identified as essential for successful adjustment and performance in the less restrictive setting. Attempts are also made to reduce or eliminate inappropriate, maladaptive social behaviors. Support services are provided to facilitate a smooth and effective transition between settings.

Children served by the project are between the ages of five and eleven and enrolled in school settings. Types of handicapped conditions served are EMR, LD, ED, OI, and TMR. Age ranges and other handicapping conditions may be broadened at a later date. Project activities are currently based entirely in the Eugene School District, serving a student population of approximately 20,000 and a metropolitan area of 100,000. During the second and third years, some project activities will expand to larger metropolitan areas.

Project staff consist of university-based researchers, school district coordinators of programs for handicapped children, and three graduate Teaching Fellows. Support services and time are contributed by the Eugene School District's Special Education Director and Director of Special Pupil Services.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to severe, mentally retarded, specific learning disabilities, seriously emotionally disturbed, and orthopedically impaired.

Ages: 5-11.

PROJECT STAFF:

Administration: Dr. Hill M. Walker, PI, CO

Contact Person: Dr. Hill Walker, (530) 686-5391

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>0.30</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>2</u>	<u>0.60</u>	Administration
<u>1</u>	<u>0.30</u>	Research Assistant			

SERVICE AREAS: City, suburban; 1 school district, 1 county,
32 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: SBS Inventory; SBS Correlates of Handicapping Conditions.

Ongoing Evaluation/Monitoring Progress: Will occur in the second year on a weekly basis as intervention procedures are developed and tested.

BASIC DESIGN FOR PROGRAM EVALUATION: Test validation procedures, direct observation and teaching ratings for instructional/intervention procedures, meeting timelines -producing products, consumer satisfaction measures (e.g., questionnaires).

PROJECT TITLE: A Model Classroom for Neurologically Impaired Children

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: Good Samaritan Hospital and Medical Center
(private, non-profit agency), Portland, OR.

PROJECT ABSTRACT: A hospital-based diagnosis and education classroom serves approximately 50 children per year ranging in age from 6 to 12. These children all have serious neurological and educational handicaps. The program is designed to provide a full range of services to children who require sophisticated diagnosis and treatment due to complex educational and medical problems. Children with uncontrolled seizures, children recovering from head trauma, and children experiencing multiple handicapping conditions are typical of the population served. The program provides for a prescriptive data based educational program coupled with medical, neurological, and psychological services. The educational program offers a continuum of services varying from supplemental services to the public school classroom to a center-based educational experience. A wide range of data based curriculum materials are employed to insure an effective educational process as well as a smooth transition back into public school programs. Children in the classroom are followed by the treatment team on a weekly basis to assess student progress and make changes in the educational program as needed. In addition, the model places heavy emphasis on intensive follow-up and follow-along services. Thus, there is a concerted effort on the part of the treatment team to provide for a smooth transition into the public school classroom when the data suggests that a child is ready to re-enter the public school classroom. Upon his return, the transition team will follow the child's progress closely and work with the public school personnel to insure that the child is making appropriate gains.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, multiple handicapped.

Ages: 6-12.

PROJECT STAFF:

Administration: Dr. Albert Greenwood, PI, CO; Dr. Richard Charlton, PI

Contact Person: Dr. Albert Greenwood, (503) 229-7220

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>3</u>	<u>3.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Psychologist
<u>1</u>	<u>0.50</u>	Speech/Communication Specialist	<u>1</u>	<u>0.50</u>	Support Staff
<u>1</u>	<u>0.50</u>	Social Worker			

SERVICE AREAS: City, suburban, rural.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school, residential facility, special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u> </u>	<u> </u>	<u> X </u>
Referral to Appropriate Program:	<u> X </u>	<u> X </u>	<u> </u>
General Program Development (IEP):	<u> X </u>	<u> X </u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u> X </u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u> X </u>	<u> X </u>	<u> X </u>
Direct Therapy with Client:	<u> X </u>	<u> </u>	<u> </u>
Ongoing Eval. of Client Progress:	<u> X </u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u> X </u>	<u> X </u>	<u> </u>

Other services provided directly by project staff: Advocacy training, inservice to public school.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Psychological/Neuropsychological Assessment; Academic Achievement Test; Learning Disabilities Assessment; occupational therapy evaluation; physical therapy evaluation; speech and language evaluation; criterion-referenced skill assessment.

Ongoing Evaluation/Monitoring Progress: Treatment contract - re-negotiated bimonthly; data based programming - daily or weekly evaluation; client subjective rating form -one per evaluation.

BASIC DESIGN FOR PROGRAM EVALUATION: Establish goals/objectives in treatment plan which are assessed bimonthly for success or failure; instrument developed by project staff; also, baselining specific skills and monitoring growth towards identified objective on criterion-referenced assessment tools.

PROJECT TITLE: Portland Autistic Youth Project

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: School District No. 1 (local education agency), Portland, OR.

PROJECT ABSTRACT: The primary goal of this project is to demonstrate that an effective community educational program providing information, familiarity, and skill training for the public will replace a community's fear, reactions of ridicule and rejection with an atmosphere of tolerance and assistance. To achieve this goal, specific curricula, teaching strategies, community training techniques, and nonaversive behavior management problems will be developed and researched for their effectiveness.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, seriously emotionally disturbed.

Ages: 13-21.

PROJECT STAFF:

Administration: Dr. David A. Krug, PD; Patricia Almond, CO; Joel Arick, CO

Contact Person: Dr. David A. Krug, (503) 229-4632

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.50</u>	Administration
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Staff</u>	<u>1</u>	<u>0.50</u>	Support Staff
<u>2</u>	<u>1.00</u>	Teacher Aide/Intern/Assistant	<u>2</u>	<u>1.60</u>	Research personnel

SERVICE AREA: Major city; 3 school districts, 2 counties,
15 schools/service facilities.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>

SERVICES TO CHILDREN/YOUTH: (Cont'd.)

	<u>Staff</u>	<u>Trained by Staff</u>	<u>Other</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Autism Behavior Checklist.

Initial Diagnosis/In-Depth Assessment: Autism Screening Instrument for Educational Planning; Adaptive Behavior Scale; SICD; Balhazar Scales I and II.

Ongoing Evaluation/Monitoring Progress: Classroom Adaptive Behavior Observation Instrument (CABOI); trial-by-trial event recording of correct and error responses.

BASIC DESIGN FOR PROGRAM EVALUATION: Community attitude survey; objective attainment/progress evaluation; pupil performance - rate data and criteria.

PROJECT TITLE: The Adaptive Learning Environments Model: A Mainstreaming Program for Mildly Handicapped Children

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: Learning Research and Development Center, University of Pittsburgh (higher education agency), Pittsburgh, PA.

PROJECT ABSTRACT: The primary goal of this project is to implement and study the feasibility and effectiveness of the Adaptive Learning Environments Model for the mainstreaming of mildly handicapped children. This model is an educational program developed at the Learning Research and Development Center (LRDC) of the University of Pittsburgh. Several features distinguish LRDC's mainstreaming project from other attempts to develop and implement effective mainstreaming programs in school settings. These include: the availability of a comprehensive individualized instructional system that has been found to be effective in adapting instruction to meet individual needs; the existence of a built-in support system to facilitate the implementation of the instructional program through a systematic plan involving school administrative and instructional support personnel, health professionals, and families; and the use of a "full-time" rather than a "shared-time" approach to mainstreaming.

The overall goal of the project is to provide educational experiences that are adaptive to individual learning needs through a systematic and comprehensive individualized programming approach. This goal dictates the creation of school learning environments where children can effectively acquire mastery of basic academic and self-management skills and become confident of their abilities to learn and cope with their social and physical surroundings. Basically, this is accomplished by combining the advantages of both a highly structured component which uses built-in diagnostic-prescriptive procedures for basic skills development in academic subject areas with a more open-ended exploratory learning component for social and personal development. In essence, the program aims to modify the "handicapping" conditions in the learning environment which are likely to preclude efforts to meet the learning needs and characteristics of the individual child, while systematically modifying each child's "handicap" to increase his or her capability of profiting from the classroom learning environment.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild, specific learning disabilities, mentally retarded, seriously emotionally disturbed.

Ages: 5-9.

PROJECT STAFF:

Administration: Dr. Margaret C. Wang, PI; Dr. Murray D. Thompson, CO

Contact Person: Dr. Margaret C. Wang, (412) 624-4825

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Staff</u>	<u>2</u>	<u>2.00</u>	Administration
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Parents</u>			

SERVICE AREAS: City, suburban; 2 school districts, 1 county,
2 schools/service facilities.

SERVICE SITE: Regular elementary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u> </u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Neuro-developmental screening.

Initial Diagnosis/In-Depth Assessment: Comprehensive Individualized Psycho-educational Evaluation.

Ongoing Evaluation/Monitoring Progress: Daily diagnostic and prescriptive teaching and tracking; weekly meeting with support special teacher (educational specialist) to discuss progress; quarterly conferences with parents to discuss progress; annual IEP conferences.

BASIC DESIGN FOR PROGRAM EVALUATION: Measurement, evaluation design, and the assessment of program effects will be central to the proposed work in the implementation of this model in school settings. It is the project's basic assumption that the development of effective programs requires a systematic planned iterative process between the implementation of the program and evaluation of program impacts. In order to obtain useful evaluative information, instructional programs must be analyzed first in terms of the classroom processes that influence instruction, and then in terms of the variations in those processes, as they relate to student outcomes.

Project evaluation activities will take on two major thrusts: 1) the documentation of the degree of implementation, and 2) documentation of program impact. The major focus will be on collecting implementation and classroom process information to determine the resource requirements and feasibility of implementing the proposed mainstreaming model in classroom settings.

PROJECT TITLE: A Model Program for the Cognitive Education of Exceptional Children

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: George Peabody College of Vanderbilt University (higher education agency), Nashville, TN.

PROJECT ABSTRACT: Instrumental Enrichment is a cognitive approach to education with the specific goal of enabling pupils to learn how to learn more efficiently. The learning-to-learn approach is expected to enhance achievement levels in traditional academic content areas, to improve the motivation to learn, and to enable the pupils to modify their own cognitive functions after the end of the educational intervention without further intervention. It is not specific to any category of exceptionality, and has been applied to adolescents who have been classified as educable mentally retarded, learning disabled, emotionally disturbed, and slow learning. The program incorporates a system for training teachers and supervisors, with great emphasis upon the careful supervision of classroom teaching. The program is designed for application to adolescents for whom little else is available and for whom much is needed. Approximately 250 to 300 hours of classroom instruction will be spread over a period of two years as a supplement to the regular content curriculum rather than as a substitute for it. Teachers in the local school system are trained in intensive workshops, and given careful support and supervision.

Evaluation of the efficacy of Instrumental Enrichment will take both summative and formative dimensions. Criterion variables include cognitive modifiability, general intellectual functioning, academic achievement, selected personality and motivational variables, and social-ecological dimensions of classroom interaction and climate. The project will also assess the efficacy of the training procedures, and a way to evaluate teacher implementation of the program is being developed.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, specific learning disabilities, seriously emotionally disturbed.

Ages: 10-18.

PROJECT STAFF:

Administration: Dr. H. Carl Haywood, PI; Dr. Ruth Arbitman Smith, PD

Contact Person: Dr. Ruth A. Smith, (615) 327-8261

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
2	1.50	Instruct. Staff for <u>Teachers</u>	1	0.50	Support Staff
2	1.00	Assistant	2	0.50	Videotape Raters
1	0.25	Video Tape Technician			Psychometrists -- hourly, by contract

SERVICE AREAS: Inner city, city; 3 school districts, 3 counties,
24 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school.

SERVICES FOR YOUTH/CHILDREN: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening	<u>X</u>	<u> </u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u> </u>
Instruction	<u> </u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u> </u>	<u> </u>
Ongoing Eval. of Student's Progress:	<u>X</u>	<u> </u>	<u> </u>

Other services provided directly by project staff: Supervision of teachers in IE.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Assignment of students to classes of exceptionality is done by personnel in the school system. The project assessment of students is on the variables listed in "Ongoing Evaluation".

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Formative: Assessment of teacher attitudes occurs twice yearly. The project is presently using the Minnesota Teacher Attitude Inventory. Evaluation of teachers' mastery of the materials and techniques through supervisory visits occurs once a week or biweekly throughout the year. Classroom variables are assessed through recording and rating of videotapes, three times a year. Summative: Pretests in the fall, and posttests at the end of that school year and the following year. Measures of intellectual functioning (Lorge-Thorndike Intelligence Test (Non-Verbal) and selected subtests from Key Math), cognitive modifiability (Raven's Standard Progressive Matrices), intrinsic motivation (Picture Motivation Scale (Kunca & Haywood), self-concept (Piers-Harris Self-Concept and Rosenberg Self-Esteem Scale), and locus of control (Nowicki-Strickland).

BASIC DESIGN FOR PROGRAM EVALUATION: Formative evaluation: Use of videotapes and ongoing supervision in order to assess changes in student behavior, teacher behavior, and their interaction. Use of Minnesota Teacher Attitude Inventory to examine interaction of teacher attitudes and classroom variables. Summative evaluation: Preintervention, interim (after one year), and postintervention measures are collected. Experimental (Instrumental Enrichment) and Comparison classes from a variety of exceptionalities are included; educable mentally retarded, learning disabled, behavior disordered, and varying exceptionalities. Tests are used which tap general intellectual functioning, academic achievement, cognitive modifiability, and selected motivational and personality facts. For delineation of specific instruments, see "Evaluation Procedures".

PROJECT TITLE: A Model Program for Prevocational/Vocational Education for Moderately and Severely Handicapped Adolescents

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: Vanderbilt University-Peabody College,
(higher education agency), Nashville, TN.

PROJECT ABSTRACT: The specific goals of the model prevocational/vocational project are 1) to develop specific instructional methods, curriculum, and evaluation procedures in the area of prevocational/vocational training for behaviorally handicapped youths, with the initial focus on severely emotionally disturbed adolescents; 2) to develop procedures to prepare industrial personnel to supervise more effectively the work of handicapped persons and thus insure their satisfactory placement in job sites; 3) to develop observational procedures to analyze effectively and efficiently the critical job and social skills required for successful employment across a variety of work locations; data derived from such analyses will provide an empirical base for matching clients to potential work locations; 4) to develop specific training methods and evaluation procedures to prepare professionals in the fields of Special Education, Vocational Education, and Mental Health to replicate (with necessary modifications) the model across a variety of service delivery systems and handicapping conditions; and 5) to develop necessary materials and procedures to promote actively the dissemination of information regarding the model program and thus encourage systematic replication efforts.

Innovative features of the model program include: 1) a thorough observational assessment and subsequent task analysis of those job and social skills exhibited by successful and unsuccessful employees across a variety of work sites; 2) a criterion-referenced system for monitoring student behavior during in-house and job-site training; 3) development of an empirical data base to match students to job sites; 4) extensive follow-up service to both employees and students; and 5) replication and validation of model components across handicapping conditions and service delivery systems.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, mentally retarded, seriously emotionally disturbed.

Ages: 14-21.

PROJECT STAFF:

Administration: Dr. Sid Levy, PI; Terrence W. Adams, CO;
Phillip Strain, Curriculum Coordinator;
Charles Salzberg, Project Evaluator

Contact Person: Dr. Sid Levy, (615) 327-8135

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
2	2.00	Teacher/Instruct. Staff for <u>Children</u>	2	0.50	Research Assistants

SERVICE AREA: Major city; 1 school district, 1 county, 2 schools/service facilities.

SERVICE SITES: Special secondary school, residential facility.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u> </u>	<u> </u>	<u>X</u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u> </u>	<u> </u>	<u>X</u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Referral from Residential Facility Staff from existing population and in the replication site from existing public school population. Students are excluded from the program because of: 1) severe psychotic breaks (unable to maintain contact with reality for more than 10 minutes); 2) extremely high levels of psychotropic drugs; 3) due to age (under 15), life goals, and academic progress (within one of grade age norms); concentrated academic training is determined to have a higher priority; 4) intended length of stay (under 30 days) where time is not sufficient for completion of program.

Initial Diagnosis/In-Depth Assessment: 1) use of initial referral information-academic, vocational, and social behavior history; 2) interest interview; 3) situational assessment on tasks requiring work and social interaction behaviors.

Ongoing Evaluation/Monitoring Progress: 1) Evaluation of skill acquisition and vocationally relevant behavior in training: a) assessment of vocational task skills - criterion-referenced acquisition monitored daily; b) assessment of vocationally relevant interpersonal, on-task, and responsibility behaviors. Criterion-referenced progress monitored daily. 2) Assessment of on-the-job performance: a) skill on vocational tasks; b) vocationally responsible behavior; c) social/interpersonal behavior. Each is trained to criteria of the employment site and then subject to employer ratings; direct observation on a gradually fading schedule depending on performance. 3) follow-up evaluation, including student and employer ratings, at three months, six months, and one year.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Students' vocational success measured by employer ratings; 2) degree of community support evaluated by the number of students placed, number of job sites secured and number of businesses participating; and 3) program effectiveness, palatability and management as perceived by consumers (including students, parents, employers, trainers and staff) assessed by questionnaire/interview (quantitative ratings and comments).

**PROJECT TITLE: A Model Program for Early Education of the Cerebral Palsied Child
in a Rural Setting**

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: Children's Rehabilitation Center of the University of Virginia
(higher education agency), Charlottesville, VA.

PROJECT ABSTRACT: This program trains service providers of southwestern Virginia who work with Cerebral Palsied children. The project has a demonstration classroom for the physically handicapped, which is located in a rural elementary school. Outreach services include inservice workshops at sites in four planning districts, indentification of service providers, and model sites for regional professionals' development. The project hopes to identify all of the professionals in the project's catchment area who are serving physically handicapped youngsters.

Neuro-developmental therapy techniques are used to facilitate the students and this remains the project's philosophical base. Target developmental areas are ambulation, feeding and speech, nonverbal communication systems, and improving functional usage of the limbs.

The program has a strong interest in parent training and in mainstreaming the handicapped. Weekly groups are held to integrate physically handicapped preschoolers and nonhandicapped children in parent-led sessions. These sessions serve to expand upon the model classroom and adapted model sites for the multihandicapped.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, speech impaired, orthopedically impaired, multiple handicapped.

Ages: 2-8.

PROJECT STAFF:

Administration: Dr. Sharon L. Hostler, PI; Stephen Conley, CO; Jan Allaire

Contact Person: Stephen Conley, (703) 628-8432

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Physical Therapist
<u>1</u>	<u>1.00</u>	Speech/Communication Specialist	<u>1</u>	<u>1.00</u>	Support Staff
<u>1</u>		contracted Carpenter			

SERVICE AREA: Rural; 28 school districts, 22 counties.

SERVICE SITES: Regular elementary school, regular higher education school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u> </u>	<u> </u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>	<u> </u>

Other services provided directly by project staff: Personnel preparation.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None, provided by public school system.

Initial Diagnosis/In-Depth Assessment: Vulpe; Brigance.

Ongoing Evaluation/Monitoring Progress: Video-tape assessments, each six weeks in target areas.

BASIC DESIGN FOR PROGRAM EVALUATION: Our design is constructed by Dr. Robert Culvert, of Evaluation and Research Center, University of Virginia, for use during terms with children.

PROJECT TITLE: Richmond Secondary Project**TYPE OF PROGRAM: HCMP****FUNDING YEAR: 1st****OPERATIONAL BASE:** Virginia Commonwealth University (higher education agency),
Richmond, VA.

PROJECT ABSTRACT: A model education program for severely/profoundly handicapped children, ages 10-21, is proposed. The Project would operate three classrooms for 23 students in a Richmond Public School. This program is expected to differ from other secondary classes in terms of innovative educational practices and curriculum development for a population functioning at low adaptive behavior levels. The objectives of this project include demonstration of data-based programming, functional curriculum evaluation of programs in single-subject designs, and development and validation of curricula in vocational, home living, and leisure skill areas for SPH adolescents. With these curricula will be designed criterion-referenced assessment tools and skill selection criteria. Replication will occur in target classes for severely handicapped adolescents in different schools in the greater Richmond area in the second and third years of the project with training occurring in real homes, real work settings when appropriate, and real recreational settings in the community at appropriate times. Project staff consist of Master teachers in the vocational, leisure and home living areas who work with classroom teachers, parents, and community resource people to implement IEP goals for each child and demonstrate the efficacy of this service delivery model for SPH students. Parent involvement is facilitated by regular in-the-home visits and technical assistance delivered in the context of program follow-through for project children. Project objectives are evaluated by assessing number of IEP goals and objectives attained, through single-subject designs such as multiple baseline designs and the changing criterion design, and through parent and community feedback. Dissemination of project activities and products will occur through parent newsletters, workshops, local, state and national presentations, journal articles, and program monographs. The curricula and assessment tool products will be published at the end of the three-year project in final form.

CHARACTERISTICS OF POPULATION SERVED:**Disability Types:** Severe to profound, multiple handicapped.**Ages:** 10-21.**SERVICE AREA:** Inner city; 1 school district, 1 school/service facility.**SERVICE SITE:** Special elementary school.**PROJECT STAFF:****Administration:** Dr. Paul Wehman, PI; Ms. Janet Hill, CO**Contact Person:** Dr. Paul Wehman, (804) 257-1305**Other Staff:** Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>3</u>	<u>3.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.50</u>	Support Staff

SERVICES FOR CHILDREN/YOUTH: All services directly provided by project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	_____	_____
Referral to Appropriate Program:	<u>X</u>	_____	_____
General Program Development (IEP):	<u>X</u>	_____	_____
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	_____	_____
Direct Instruct./Train. with Client:	<u>X</u>	_____	_____
Direct Therapy with Client:	<u>X</u>	_____	_____
Ongoing Eval. of Client Progress:	<u>X</u>	_____	_____
Family Training/Counseling/Therapy:	<u>X</u>	_____	_____

EVALUATION PROCEDURES:

Initial Screening or Child-Find: 1) UPAS; BCP.

Initial Diagnosis/In-Depth Assessment: Task analysis - criterion-referenced assessment.

Ongoing Evaluation/Monitoring Progress: Daily collection for all programs for each child.

BASIC DESIGN FOR PROGRAM EVALUATION: Tests not used. Behavioral Designs: 1) changing criteria; 2) reversal; 3) multielement; 4) multiple baseline.

PROJECT TITLE: Community Teaching Homes

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: School for Contemporary Education (private, non-profit agency)
Alexandria, VA.

PROJECT ABSTRACT: The Community Teaching Homes project is a community-based residential program for emotionally disturbed children and youth whose special education needs cannot be met by a day-school placement. The program provides intensive social skill training for the child in a Teaching Home located in the child's community and concurrent training for the child's parents or parent surrogates to prepare them for the child's return home. The thrust of the program is to provide educational/residential services in the community as an alternative to sending the child to an out-of-community residential facility. The project recruits, trains and supervises Teaching Parents who provide direct services to one or two children in their own homes while the child attends a public or private special education program in the community.

The Teaching Parents train the child in the social skill areas of self-control, communication, responsibility and academics as success in these areas is necessary for success in a less restrictive environment. They work closely with the child's school to ensure generalization to the school environment of social skills learned in the Teaching Home. Project staff work intensively with parents to train them in the parenting skills necessary to maintain the child's newly learned behaviors in the home when the child returns. Project staff also provide direct training to children in peer and adult interaction and problem-solving skills in task-oriented group sessions.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, specific learning disabilities, seriously emotionally disturbed.

Ages: 6-18.

PROJECT STAFF:

Administration: Dr. Bruce Richards, PI; Dr. Charles R. Goodman, CO;
Joanne Greiwe, CO

Contact Person: Dr. Bruce Richards, (703) 370-2770

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
------------	------------	-----------------------

<u>1</u>	<u>1.00</u>	Support Staff
----------	-------------	---------------

SERVICE AREAS: Suburban, small town, rural; 8 school districts, 4 counties,
15 schools/service facilities.

SERVICE SITES: Special elementary school, special secondary school, clients' residence
(private homes), individual teaching homes.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u>X</u>
Direct Therapy with Client:	<u> </u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

Other services provided directly by project staff: Training of teaching parents.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: 1) Application and intake study; conferences with referring agency, child, parents; 3) preplacement visits.

Initial Diagnosis/In-Depth Assessment: Problem Area Checklist; Parent Skills Checklist.

Ongoing Evaluation/Monitoring Progress: Problem Area Checklist: quarterly; Individual Training Plan: monthly; Individual Education Plan: semiannually; Parent Training Plan: quarterly; teaching parent instructional skills: quarterly.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Consumer satisfaction: separate consumer satisfaction instruments are being developed for evaluation by the following groups: Advisory Board, LEA s, courts, social services, parents and children; 2) Problem Area Checklist: ongoing evaluation of children's social skill progress and learning during and at termination of program and follow-up; 3) cost effectiveness: comparisons with other programs meeting similar needs.

PROJECT TITLE: A Consulting Teacher Model at South Burlington High School

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: South Burlington High School (higher education agency, University of Vermont), South Burlington, VT.

PROJECT ABSTRACT: The primary goal of the Center at South Burlington High School is to demonstrate a model for identification, diagnosis, intervention and evaluation so that every learning disabled student who leaves public secondary school will have achieved competencies in measurable terms which represent those skills believed to be essential for a student to have equal opportunity to develop, pursue his ambitions, meet his own needs and participate in the society and activities of which he is a part. The Center provides the personnel required to implement fully the consulting teacher approach to provide special education within regular classrooms so as to serve as a replicable model for Vermont's secondary schools. The major outcomes of the program are 1) delineation and sequencing of Vermont State Department of Education Basic Competencies for identification of students eligible for special education, classroom diagnosis of precise entry level skills and evaluation of the effects of intervention procedures; 2) development (through inservice teacher preparation) of prescriptive teaching/learning procedures to serve high school age youth whose learning rates fall below the minimum that would be required in order to complete all Basic Competency Minimum Objectives by their 12th year of schooling; and 3) establishment of a dissemination system to enable interested state and national school personnel to view and replicate all components of the model, including student services, local school administrative support systems, inservice teacher preparation and the development of a basic competencies system.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild, specific learning disabilities, mentally retarded, cross-categorical.

Ages: 13-18.

PROJECT STAFF:

Administration: Dr. Martha Knight, PI; Dr. Patricia Stone, CO

Contact Person: Dr. Martha Knight, (802) 656-2936

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.50</u>	Administration
<u>3</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Staff</u>	<u>1</u>	<u>1.00</u>	Support Staff

SERVICE AREA: Suburban; 1 school/service facility.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: TASK; Vermont Basic Competencies Screening Test.

Initial Diagnosis/In-Depth Assessment: Woodcock Reading; Key Math.

Ongoing Evaluation/Monitoring Progress: At least weekly monitoring of progress in instructional materials.

BASIC DESIGN FOR PROGRAM EVALUATION: Students: TASK; Vermont Basic Competencies. Staff: Maslow's Hierarchy of Needs; Chafee's RAMOS (Reading and Math Observation System).

PROJECT TITLE: Educational and Vocational Intervention with the Postsecondary Incarcerated Handicapped

TYPE OF PROGRAM: HCMP

FUNDING YEAR: 1st

OPERATIONAL BASE: Kennedy Center Bureau of Prisons (publicly funded agency), Morgantown, WV.

PROJECT ABSTRACT: PL 94-142 provides an extensive mandate to educate handicapped students. It is clearly stated that handicapped children 5-23 (in West Virginia) no matter what the setting will receive an appropriate education. This mandate includes the incarcerated. The prison population is over-represented with people classified as either EMR or SLD (Poremba). It is the intent of this proposed model program to provide assistance to the staff at the Kennedy Center working with the Handicapped Adult Basic Education population in the areas of education and vocation with the intent of providing strategies to meet the individual needs of the students.

The subjects for the proposed project are 18- to 23-year-old handicapped males who are enrolled in the Adult Basic Education (ABE) Program at the Kennedy Center (Federal Corrections Facility) and are not meeting their expected potentials. Program orientation will be to assist Kennedy Center staff to modify the individual's program so that strategies may be successfully implemented to increase his success with the program and subsequent job success. A further objective is to improve the skills of Kennedy staff who deal with handicapped students enrolled in the Adult Basic Education Program (ABE) so that they will not only be better able to meet the needs of current project student participants but also of future students.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to moderate, specific learning disabilities, mentally retarded.

Ages: 18-23.

PROJECT STAFF:

Administration: Dr. Wilfred D. Wienke PI; Dr. John S. Platt, CO;
Dr. Roy H. Tunick, CO

Contact Persons: Dr. Wilfred D. Wienke, Dr. John S. Platt, and Dr. Roy H. Tunick
(304) 293-4142

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
2	0.50	Teacher/Instruct. Staff for <u>Children</u>	1	1.00	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural;
U.S. Bureau of Prisons.

SERVICE SITE: Residential facility.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Referral to Appropriate Program:	_____	<u>X</u>	_____
General Program Development (IEP):	<u>X</u>	_____	_____
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	_____
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	_____

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Behavioral checklist; screening of inmate records; Standard Achievement Test - provided by prison.

Initial Diagnosis/In-Depth Assessment: Woodcock-Johnson, Minnesota Importance Questionnaire; WAIS; McCarron-Dial, Tennessee Self Concept, Brigance.

Ongoing Evaluation/Monitoring Progress: Daily functional assessment in both educational and vocational training areas.

BASIC DESIGN FOR PROGRAM EVALUATION: Evaluation of model program content and process, staff and student satisfaction with program, staff acquisition of skills.

Special Needs Programs

PROJECT TITLE: A Model Program for Treatment of Autistic Children in Rural Communities

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: University of Iowa (higher education agency), Iowa City, IA.

PROJECT ABSTRACT: Meeting the special needs of autistic children and non-autistic children who exhibit autistic-type behaviors is the focus of A Model Program for Treatment of Autistic Children in Rural Communities, based at Psychiatric Hospital, the University of Iowa Hospitals and Clinics in Iowa City, Iowa. The Child Psychiatry Inpatient Unit located in Psychiatric Hospital serves children exhibiting a wide variety of problems. A major portion of these children are those who enter the Autism Program. Not all children who enter the hospital as part of this program are diagnosed autistic. Instead, some children are described as having "autistic-like behaviors" and are included because they are also developmentally delayed and can benefit from this type of treatment program.

Either before the child is admitted or at admission, parents, teachers, and other persons who deal with the child in his home community are asked to identify specific positive and negative behaviors. These data, along with information gathered by various professionals after working with the child for several days, are used by the child's primary nurse to design an individualized treatment plan -- a plan that is shared with all staff members who interact with the child so that treatment will be consistent. In addition to the primary nurse, a child is also assigned a doctor, a medical student, and a social worker whose primary responsibility is to work with the family. As a team, these professionals interview the parents on the day of admission and meet with the family regularly during the child's inpatient stay to provide information, counseling and support. Other professional staff working with the child on a regular basis include a psychologist, an activities therapist, and occupational therapist, a teacher, and a speech and language clinician. Parents are given progress reports on the child at regular intervals. The medical facilities of the broader University Hospitals complex are also available to children as needed.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to profound, emotionally disturbed (autistic or autistic-like).

Ages: 2-16.

PROJECT STAFF:

Administration: Dr. Mark Stewart, PI; Candace Kiely, CO; Kristine Quinn, CO

Contact Person: Kristine Quinn, (319) 353-4783

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>0.50</u>	Teacher/Instruct. Staff for <u>Children</u> in Hospitals	<u>1</u>	<u>0.25</u>	Psychologist

Other Staff: (Cont'd.)

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>0.25</u>	Teacher/Instruct. Staff for <u>Staff</u> *	<u>1</u>	<u>0.25</u>	Administration*
<u>2</u>	<u>1.75</u>	Teacher/Instruct. Staff for <u>Parents</u> * and <u>Children</u> * in community	<u>1</u>	<u>1.00</u>	Speech/Communication Specialist
<u>1</u>	<u>0.75</u>	Research Assistant			

*Note: One person is involved in each of these three areas.

SERVICE AREAS: Major city, city, small town, rural; 15 area education agencies,
70 counties.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school, special vocational school, residential facility, special center (non-school), clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u>X</u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>	<u>X</u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u>X</u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Psychiatrists from hospital take turns at area educational agency; outreach specialist and project assistant view children in schools when releases and situations are appropriate.

Initial Diagnosis/In-Depth Assessment: Instrument used depends on ability of child. Merrill Palmer; WISC-R; Stanford Binet; PEP; Alpern-Foll; Minn. Preschool Scale; PASI; CELF; Peabody; TACL; SICD; DSS; TOLD; Symbolic Play Test; Bayley; Leiter.

Ongoing Evaluation/Monitoring Progress: Follow-up as requested by schools/family (depends on releases etc.); redesign of treatment when judged necessary.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Research study is underway; 2) questionnaire to agencies etc. that we have had contact with.

PROJECT TITLE: Program for Severely/Profoundly Retarded Youth

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Northern Illinois University (higher education agency),
DeKalb, IL.

PROJECT ABSTRACT: Twenty severely and profoundly handicapped students and their families in rural DeKalb County, Illinois are being directly served in three classrooms. Two classrooms serve secondary aged students and the third serves preschool aged students, one of which is six years old and the other seven years old. These two latter students have remained in the preschool as they have no next elementary school environment ready to receive them in the instructional framework which the project advocates. Therefore, project personnel are currently working with the elementary classroom teacher in order that a next environment will be realized for these students at the beginning of the 1980 school term. A functional curriculum model which considers students' present ecological environments across domestic, community, recreational-leisure, and vocational domains has been implemented. A process whereby functional curriculum is articulated across elementary, middle and secondary school ages is in progress. Finally, all project students receive functional, age-appropriate training in the DeKalb community in stores, recreational/leisure facilities, etc. Communication booklets and/or methods have been developed to facilitate student's interactions with the community.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Dr. Sharon Freagon, PI; Michael Pajor, CO;
Dr. Anthony Rotatori, CO

Contact Person: Dr. Sharon Freagon, (815) 753-0656

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.75</u>	Support Staff

SERVICE AREAS: Small town, rural; 10 school districts, 1 county.

SERVICE SITES: Regular elementary school, self-contained public school center.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	_____	_____	<u>X</u>
Referral to Appropriate Program:	_____	_____	<u>X</u>
General Program Development (IEP):	_____	<u>X</u>	_____
Instruction/Therapy Plan Dev. (IIP):	_____	<u>X</u>	_____
Direct Instruct./Train. with Client:	_____	<u>X</u>	_____
Ongoing Eval. of Client Progress:	_____	<u>X</u>	_____
Family Training/Counseling/Therapy:	_____	<u>X</u>	<u>X</u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Continuous data based system of student progress in current and subsequent environments based on student's performance in ecological community environments.

BASIC DESIGN FOR PROGRAM EVALUATION: System impact; student status; cost effectiveness.

PROJECT TITLE: Project Educate

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Indiana University Developmental Training Center
(higher education agency), Bloomington, IN.

PROJECT ABSTRACT: The primary aim of Project Educate has been to develop a model school program for autistic and severely emotionally handicapped children and their parents which can be successfully implemented by the public schools in Indiana. Children throughout the state are screened for the program. Parents and schools agree at the Case Conference to train with the project staff to facilitate the child's placement back in the local educational agency and home. An interdisciplinary staff works with the clients in the elementary school based classrooms, in communities, and in the home programs to insure generalization of learning and work towards gaining as much independence in functioning as possible.

Training of preservice personnel and inservice training takes place in the model classrooms. Summer workshops based on the model with teachers implementing learned skills in a practicum will have trained 72 professionals. Local educational administrators have participated in most conferences and planning concerning their children at the DTC and in the LEA.

The project will have a complete guide, "Educating Autistic and Severely Emotionally Handicapped Children - Elementary Age", for dissemination in July 1980. Designed for public schools, there will be assessment, behavior management, programming and parent training sections, written in a practical, applicable manner. Training videotapes are being developed for local use. A booklet and slides to introduce elementary school children to autistic children are being field-tested. A plan for the training materials to be used throughout the state is being developed with the State Department of Public Instruction.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe, seriously emotionally disturbed, multiple handicapped, cross-categorical.

Ages: 5-12.

PROJECT STAFF:

Administration: Henry J. Shroeder, Ed.D., PI; Nancy J. Dairymple, M.A., CO

Contact Person: Nancy Dairymple, (812) 337-8304

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.50</u>	Psychologist
<u>2</u>	<u>2.00</u>	Teacher Aide/Intern/Assistant	<u>1</u>	<u>1.00</u>	Administration
<u>1</u>	<u>0.50</u>	Speech/Communication Specialist	<u>1</u>	<u>1.00</u>	Social Worker
<u>1</u>	<u>0.25</u>	Adapted P.E.			

SERVICE AREAS: Major city, city, suburban, small town, rural; 29 school districts, 23 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school, residential facility, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruc./Train with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

Other services provided directly by project staff: Training school personnel-teachers, administrators, clinicians, etc.; training preservice personnel.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Psychoeducational Profile to identify if child is autistic and general functioning level; a developmental history.

Initial Diagnosis/In-Depth Assessment: DTC-designed comprehensive checksheets in all areas provide the basis for assessing the child's strengths and weaknesses. Formal tests such as: PEP, Leiter, PPVT, VMI, Reading Readiness Tests, Key Math, Woodcock, and Boehm are used when appropriate. Alpern-Boll Developmental Profile and Bayley Scales of Infant Development used when appropriate.

Ongoing Evaluation/Monitoring Progress: IEP objectives are monitored daily, and are the basis for daily programming. Interdisciplinary staffings are held every other week. IEP is reviewed formally every three months with parents and local school staff. Annual case reviews are held in the LEA district with project staff in attendance. Formal evaluation and testing are done at the end of the school year with the same instruments as initially used, with addition of any other relevant tests.

BASIC DESIGN FOR PROGRAM EVALUATION: Evaluation of the project includes yearly child change data compared with various criteria and parent change data. Each child receives intense follow-up for one year and then follow-up as requested.

PROJECT TITLE: Programing Regional Intervention for Difficult to Educate

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Kansas University Affiliated Facility at Parsons
Bureau of Child Research, University of Kansas
(higher education agency), Parsons, KS.

PROJECT ABSTRACT: Project PRIDE is a regional model for providing curriculum and technological support to classroom personnel serving severely/profoundly handicapped. PRIDE serves a nine-county area in Southeast Kansas which includes three rural special education cooperatives and a large special purpose school. Approximately 110 severely multiply handicapped students are served through consultation with classroom personnel.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 3-21.

PROJECT STAFF:

Administration: Charles R. Spellman, Ed.D., PI; Janis L. Johnson, M.Ed., CO

Contact Person: Janis L. Johnson, (316) 421-6550, ext. 275

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>0.50</u>	Administration	<u>4</u>	<u>3.50</u>	Curriculum Specialist (consultant to teachers)

SERVICE AREA: Rural; Cooperatives representing 27 independent school districts, 9 counties, 5 schools/service facilities.

SERVICE SITES: Special elementary school, residential facility.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u> </u>	<u> </u>	<u> X </u>
General Program Development (IEP):	<u> X </u>	<u> X </u>	<u> X </u>
Instruction/Therapy Plan Dev. (IIP):	<u> X </u>	<u> X </u>	<u> X </u>
Direct Instruct./Train. with Client:	<u> </u>	<u> X </u>	<u> X </u>

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Direct Therapy with Client:	<u> </u>	<u> X </u>	<u> X </u>
Ongoing Eval. of Client Progress:	<u> </u>	<u> X </u>	<u> X </u>
Family Training/Counseling/Therapy:	<u> X </u>	<u> X </u>	<u> X </u>

Other services provided directly by project staff: Inservice training for teachers.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: None.

BASIC DESIGN FOR PROGRAM EVALUATION: This project will be compared with other classrooms for the severely handicapped by the State Department of Education's evaluation procedures.

PROJECT TITLE: Psycho-Educational Center for Hearing Impaired Emotionally Disturbed

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Boston School for the Deaf (private, non-profit agency),
Randolph, MA.

PROJECT ABSTRACT: This contract proposes that educators and allied professionals of Federal Region I work together to establish a model Psycho-Educational Center to provide a base for cooperative care, i.e., treatment and education, for hearing impaired children with emotional/behavioral disturbances.

The Psycho-Educational Center (PEC) is a resource center for all educational sites involved in the education of hearing impaired children: 1) the PEC provides educators and parents with a means of intervening in the life of a disturbed child by providing a stable environment designed to care for the child while the child's strengths and needs are assessed and 2) following assessment, the PEC staff works cooperatively with the referral source in implementing realistic intervention strategies.

The PEC staff is composed of educational specialists, knowledgeable in the areas of deafness and emotional/behavioral disorders and mental health specialists, skilled in modes of treatment appropriate for hearing impaired children. To insure conjoint psycho-educational planning, school personnel from referral sites and parents participate in the treatment, planning and training offered by the PEC staff. Further, the advisory committee of the PEC includes the educational site personnel. Thus, communication and progress of the PEC program is jointly shared by those being served. The treatment provided by the PEC is based on the outcome of an extensive evaluation. The treatment is prescriptive and individualized and focuses on the developmental levels of the child.

The objectives of this program are 1) to test the validity of the basic program construct, namely, that an initial, highly structured individualized psycho-educational program can serve as an appropriate educational bridge for ultimate integration of hearing impaired children with an emotional overlay into mainstream educational programs; and 2) to develop, test and refine behavior techniques and strategies that will successfully enhance the learning readiness of hearing impaired children with an emotional overlay.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, deaf.

Ages: 6-10.

PROJECT STAFF:

Administration: Dr. T. Jordon Goulder, PI; Fran Cullen, CO

Contact Person: Fran Cullen, (617) 963-8150

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Psychologist
<u>2</u>	<u>2.00</u>	Teacher Aide/Intern/Assistant	<u>1</u>	<u>0.25</u>	Administration
<u>1</u>	<u>1.00</u>	Expressive Arts	<u>1</u>	<u>1.00</u>	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural;
project serves entire state.

SERVICE SITES: Special elementary school, special secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u> </u>	<u> </u>
Direct Therapy with Client:	<u>X</u>	<u> </u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: School Behavior Checklist.

Initial Diagnosis/In-Depth Assessment: WISC-R, Bender-Gestalt, Developmental Test of Visual Motor Integration, Illinois Test of Psycholinguistic Abilities, Draw-A-Person, Peabody Picture Vocabulary Test.

Ongoing Evaluation/Monitoring Progress: 1) Daily charting of child's behaviors; behaviors are targeted and monitored; 2) learning style is reviewed at irregular staffing to identify style and appropriate educational approaches.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Use of outside evaluator who comes to site twice per year; 2) evaluator uses discrepancy model and impact model.

PROJECT TITLE: Model Demonstration Center for Profoundly Retarded Youth

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: The John F. Kennedy Institute (private, non-profit agency),
Baltimore, MD.

PROJECT ABSTRACT: The Model Demonstration Center for Profoundly Retarded Youth is a project mandated to develop a model that can be replicated in a public school setting utilizing existing resources. It is a collaborative venture between three major agencies in the metropolitan Baltimore area: Baltimore County Public Schools, The John F. Kennedy Institute, and Rosewood Center. Educational services are provided to students at a variety of locations. Four classrooms are located at the regional residential facility. One classroom functions as a model classroom at the University Affiliated Program site. The last two, the replication classrooms, are located in public schools of Baltimore County. Each classroom consists of five students and two staff members. Programming is provided through individual and group learning experiences according to the priorities identified in the team setting.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Dr. Michael Bender, PI; Clarita A. King, CO

Contact Person: Dr. Michael Bender, (301) 955-4080

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>7</u>	<u>7.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.50</u>	Evaluator
<u>7</u>	<u>7.00</u>	Teacher Aide/Intern/Assistant			

SERVICE AREA: Major city; 1 school district, 3 schools/service facilities.

SERVICE SITES: Regular elementary school, residential facility, special center (non-school), special school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u> </u>

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u> </u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u>X</u>

Other services provided directly by project staff: Inservice training.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Uzgis-Hunt Scales of Psychological Development; Balthazar Scales of Adaptive Behavior; Adaptive Behavior Scales.

Ongoing Evaluation/Monitoring Progress: Formal assessment twice a year; objective achievement monitored with the frequency specified in the Individual Education Plan.

BASIC DESIGN FOR PROGRAM EVALUATION: The Uzgis-Hunt Scales of Psychological Development and the Balthazar Scales of Adaptive Behavior will be used to measure the progress of two groups of students. The two groups consist of students served by the model project and students receiving other educational services. The basic design is a pre/post test measure with a control group.

PROJECT TITLE: Educational Model for SPH Children/Youth with Orthopedic Impairments: Project Impact

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Holly Center (private, non-profit), Salisbury, MD.

PROJECT ABSTRACT: This project is applying current knowledge in the field of training orthopedically impaired multihandicapped persons through a model service delivery system. It is attempting to translate educational goals into meaningful changes in the quality of life experiences within a residential facility and to facilitate the transition of students into community school settings. Project personnel are working with nine rural county departments of education and with parents with the objective of moving each student into a less restrictive environment, i.e., into the home town community school, to the family unit or to a more appropriate classroom or cottage setting within the residential facility.

The foundation of the model is the transdiscipline approach involving the trading of disciplinary skills in an effort to meet the diverse needs of the 20 children in the program. The disciplines include physical therapy, occupational therapy, special education, speech and language therapy, and adaptive equipment design. Transdisciplinary evaluations and the development of individual programs occur annually. Project Impact's instructional process involves the use of quantitative baseline assessment procedures, prescription of curriculum using a minimum objective system, the determination of specific objectives, training in one-to-one and/or group situations, precise data collection techniques, and a maintenance/generalization phase.

A major focus of the project has been the design of individualized adaptive equipment for each child. The devices have been of much importance in the provision and success of our educational and therapy programs. A guide for the design and use of adaptive equipment is currently being developed and hopefully will be available for distribution in the fall of 1980.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, hard of hearing, speech impaired, visually handicapped, blind, deaf-blind, seriously emotionally disturbed, orthopedically impaired, health impaired.

Ages: 6-21.

PROJECT STAFF:

Administration: Patricia Lantz, PI, CO.

Contact Person: Patricia Lantz, (301) 546-2181 ext. 271

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Occupational Therapist
<u>1</u>	<u>1.00</u>	Teacher Aide/Intern/Assistant	<u>1</u>	<u>0.50</u>	Support Staff
<u>1</u>	<u>1.00</u>	Carpenter/Adaptive Equipment Specialist			

SERVICE AREAS: Small town, rural; 12 school districts, 12 counties,
16 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school, special secondary school, residential facility, clients' residences.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u>X</u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Conducted through Community Services program or at Holly Center. Comprehensive medical, social and psychological tests are administered. None is performed by project staff.

Initial Diagnosis/In-Depth Assessment: Transdisciplinary evaluation conducted by project staff includes: 1) Education: Callier - Azusa Scale; 2) Occupational Therapy: assessment of sensory-integrative development, self-help, play-leisure, work activity and sensory awareness; 3) Physical Therapy: assess neuromuscular maturation in mobility, potential for positioning and movement and need for adaptive equipment; 4) Speech Therapy: 1) Meeting Street School Language Development Scale (Elaine Lieberman); 2) Holly Center Communication and Language Screening Assessment.

Ongoing Evaluation/Monitoring Progress: 1) Educational evaluations conducted three times yearly; 2) speech, P.T. and O.T. conducted annually; 3) daily monitoring of data for progress or regression; 4) formal assessment repeated if indicated by documentation.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Third-party evaluation of project conducted annually by consultant team from J.F. Kennedy Center, Baltimore; 2) formal system of data collection/documentation monitors classroom programs; 3) on-going monitoring of project objectives by Director and Holly Center Administration; 4) developmental growth of project children monitored through comparison of educational assessments.

PROJECT TITLE: Molly Stark Project

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Children's Hospital Medical Center of Akron
(private, non-profit agency), Akron, OH.

PROJECT ABSTRACT: This project provided interdisciplinary assessment and training for 17 severely multihandicapped adolescents who resided in a residential institution. Systematic training and effective utilization of adaptive equipment and training devices were used to develop Individual Education Plans for each student. Training was coordinated with teachers and program staff of the local schools during the second and third project years when students attended these community classes. Parent support was obtained and programs were developed for leisure and recreational opportunities for students during non-school hours. Residential care aides received training throughout the duration of the project and implemented training programs in self-care and recreational and leisure skills with assistance of volunteers. Close coordination between medical and educational professions was maintained throughout the project and resulted in medical interventions in relation to targeted educational goals (i.e., orthopedic surgery to walk).

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 14-21.

PROJECT STAFF:

Administration: Philippa H. Campbell, PI; Allan Holderness, M.D., PI;
Helen Pugh, CO

Contact Person: Philippa Campbell, (216) 379-8256

SERVICE AREA: Small town; 1 school district, 1 county, 2 schools/service facilities.

SERVICE SITES: Segregated School for MR operated by MH/MR.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u>X</u>
Instruction/Therapy Plan Dev. (IIP):	<u> </u>	<u>X</u>	<u>X</u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>	<u> </u>

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u>X</u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Basic medical and educational therapy assessments and procedures. Index of Qualification for Specialized Services, Psychologicals.

Ongoing Evaluation/Monitoring Progress: Basic yearly (or more frequent as necessary) evaluations; ongoing individual child data.

BASIC DESIGN FOR PROGRAM EVALUATION: Basic pre-posttesting on standardized instruments and compilation of longitudinal individual data. Some ABAB and other single subject designs related to procedures.

PROJECT TITLE: Vocational Careers for the Severely/Profoundly Handicapped

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Portland State University (higher education agency),
Portland, OR.

PROJECT ABSTRACT: The project believes a far better quality of life and efficiency and effectiveness of training efforts are best achieved through 1) training a severely handicapped client for vocational success directly on a community site with nonhandicapped co-workers, and 2) educating the job site environment to interact appropriately with the client. This philosophy toward the severely handicapped and toward a community-based training procedure is translated into a tightly managed set of procedures.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 17-21.

PROJECT STAFF:

Administration: Dr. Keith Larson, PI, CO; Dr. Jean Edwards, PI

Contact Person: Dr. Keith Larson, (503) 229-4648

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>3</u>	<u>3.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Support Staff

SERVICE AREA: City; 3 school districts, 2 schools/service facilities.

SERVICE SITES: Regular higher education school, community job sites.

SERVICES FOR CHILDREN/YOUTH: All services provided directly by staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u> </u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>

Other services provided: Job skill development on community job sites.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Initial screening done by personal interview by staff.

Initial Diagnosis/In-Depth Assessment: Assessment done through use of an assessment tool developed by the project staff, plus heavy emphasis on the information gained through community work-site placement of client.

Ongoing Evaluation/Monitoring Progress: Weekly data are taken as to the time each client has spent in each component area. Instructional data are taken per individual programs within each component.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Measurement of client growth in each area of community independence, rating charts; 2) measurement of staff effort in each area of training responsibility, effort report form; 3) verification of manuals published.

PROJECT TITLE: Project for Institutionalized Severely Retarded

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Appalachia Intermediate Unit 08 (local education agency),
Cresson, PA.

PROJECT ABSTRACT: The purpose of this project is to facilitate the deinstitutionalization of the school-age severely retarded residents at Cresson Center, and to develop a workable, cost-efficient model suitable for implementation at this and other similar facilities. The project is staffed with a Director/Trainer, two Special Education Teacher/Trainers and a full-time secretary. In its third year of operation, the project will be serving 43 clients. Participants receive evaluation services in conjunction with I.U. 08 classroom teachers and Cresson Center personnel. Parents, guardians and institutional employees receive consultation and training services designed to improve abilities in cohabitation with and training of the institutional retardate. Project staff coordinate services with institutional and community agencies in an effort to secure community placements and to assure the continuation and maintenance of these placements in the future.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 9-21.

PROJECT STAFF:

Administration: Patricia Kelly, PI, CO

Contact Person: Patricia Kelly, (814) 886-8111 ext. 310

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
2	2.00	Teacher/Instruct. Staff for Parents	1	1.00	Support Staff

SERVICE AREAS: City, small town, rural; 3 school districts (includes Intermediate Units), 12 counties, 15 schools/service facilities.

SERVICE SITES: Residential facility, clients' residence.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	_____	_____	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	_____	<u>X</u>

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u>X</u>
Instruction/Therapy Plan Dev. (IIP):	<u> </u>	<u> </u>	<u>X</u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u>X</u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u>X</u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Community Home Assessment for Low Functioning Persons.

Ongoing Evaluation/Monitoring Progress: IEP: yearly; CHALFP: yearly;
questionnaire/interview: final (end of project).

BASIC DESIGN FOR PROGRAM EVALUATION: Number of community placements;
cost-efficiency study.

PROJECT TITLE: Valley Vision Project

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Luzerne Intermediate Unit (local education agency),
Kingston, PA.

PROJECT ABSTRACT: The Valley Vision Project provides individualized educational training services to severely/profoundly multihandicapped/visually impaired children (ages 6-21) through intensive itinerant programming. Services include training in the maximum use and functioning of residual vision, and effective use of unimpaired senses. The project also provides counseling and information services to parents of project children.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Mr. Nello Riccetti, PI; Mr. Paul W. Yeager, CO

Contact Person: Dr. William Price, (717) 287-9681

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Administration
<u>3</u>	<u>0.55</u>	Medical Staff	<u>1</u>	<u>1.00</u>	Support Staff
<u>1</u>	<u>0.15</u>	Rehabilitation Counselor	<u>1</u>	<u>0.25</u>	Social Worker

Positions for an Occupational Therapist and a Physical Therapist are currently unfilled.

SERVICE AREAS: City, small town, rural; 2 school districts, 2 counties,
5 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school, residential facility, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	_____	_____	<u>X</u>
Referral to Appropriate Program:	_____	_____	<u>X</u>

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u>X</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u> </u>	<u>X</u>
Direct Instruct./Train. with Client:	<u>X</u>	<u> </u>	<u>X</u>
Direct Therapy with Client:	<u>X</u>	<u> </u>	<u>X</u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u>X</u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Valley Vision Project Developmental Scale; Subjective Teacher Evaluation; ophthalmological report; medical report; social/casework report.

Ongoing Evaluation/Monitoring Progress: Pre- and posttest: Developmental Scale - yearly; quarterly report on objectives and other student progress - four times yearly; per session data collection in objectives - daily.

BASIC DESIGN FOR PROGRAM EVALUATION: Children: Valley Vision Project Developmental Scale and related data collection system. Project: Assessment of 1) service delivery activities, 2) cooperation/coordination between project staff and community agencies, parent groups, etc., 3) cost-benefit ratios.

PROJECT TITLE: Project Link

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Developmental Center for Autistic Children
(local education agency), Philadelphia, PA.

PROJECT ABSTRACT: Project Link has provided technical assistance in the form of consultation and training to the Philadelphia Board of Education and to the Developmental Center for Autistic Children. Our area of expertise and concern is evaluation, diagnosis and educational and clinical intervention and planning for severely emotionally disturbed and multihandicapped children and their families.

We have provided training to Mental Health Providers, Education Specialists and clinical staff. The thrust of our training has been to acquaint area professionals working with this population with: 1) a standardized tool (BRIAC) that assesses eight areas including relationship, interest in mastery, social responsiveness, the intent to communicate, etc; 2) a total communication approach for a non-verbal non-communicating population; and 3) a systems approach to providing services and programming for severely emotionally disturbed children and their families.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe, multiple handicapped.

Ages: 2½-12.

PROJECT STAFF:

Administration: Dr. Bertram Ruttenberg, PI; Jean Rayboy-Ruttenberg, CO

Contact Person: Jean Rayboy-Ruttenberg, (215) 878-3400

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Parents</u>	<u>1</u>	<u>1.00</u>	Physical Therapist
<u>1</u>	<u>1.00</u>	Speech/Communication Specialist	<u>2</u>	<u>2.00</u>	Administration
<u>1</u>	<u>1.00</u>	Movement Therapist	<u>1</u>	<u>1.00</u>	Support Staff
<u>1</u>	<u>0.25</u>	Music Therapist			

SERVICE AREAS: Inner city, major city; 1 school district, 1 county,
4 schools/service facilities.

SERVICE SITES: Regular elementary school, special elementary school, special center
(non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u>X</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u> </u>	<u> </u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

Other services provided directly by project staff: Regional training-technical class.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Behavior Rating Instrument for Autistic and Atypical Children, psychiatric evaluation, sensory integration evaluation, movement therapy evaluation, music therapy evaluation, speech and language evaluation.

Initial Diagnosis/In-Depth Assessment: Same as above except there is a six week assessment period, at the end of which a data base is completed in each of the above areas.

Ongoing Evaluation/Monitoring Progress: Educational therapy review, three-month intervals; progress indepth review, twice yearly; individual client review, weekly; I.E.P. review, twice yearly, with monthly monitoring.

BASIC DESIGN FOR PROGRAM EVALUATION: Comparison of all baseline evaluations with yearly evaluations completed over 2½ years. This comparison will be analyzed and charted.

PROJECT TITLE: Educational Program for Severely Multihandicapped Children and Youth with Auditory Impairment

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: The Pennsylvania State University (higher education agency), University Park, PA.

PROJECT ABSTRACT: The Multiply Handicapped Education Project at the Speech Pathology and Audiology (SPA) Program of The Pennsylvania State University is attempting to provide a better education for severely disabled school age children with hearing impairments. The principle goals of the project are the following: to identify children in the service area who are hearing impaired and have one or more other severe handicaps; to provide adequate intellectual and psychosocial evaluations for all children in the demonstration classroom and a limited number of other environments; and to serve many other children by providing training for teachers and clinicians. The project staff hope to provide demonstration of a viable approach to the education of the target population.

Important aspects of the project include the following: development of a service delivery model for a rural population of multiply handicapped hearing impaired children; the Child-Based Information System, in which a bank of strategies and a detailed record of goals and accomplishments aid teachers in planning and conducting a multiply handicapped child's educational program; involvement of parents, with an extension of classroom educational programs into the home, and an effort to help parents better understand and cope with their handicapped child; extensive dissemination to professionals, through inservice training and the preparation of a handbook on the education of multiply handicapped, hearing impaired children.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 5-21.

PROJECT STAFF:

Administration: Dr. Bruce M. Siegenthaler, PI; Dr. Richard C. Nowell, CO

Contact Person: Dr. Richard C. Nowell, (814) 863-2019

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.50</u>	Psychologist
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Parents</u>	<u>1</u>	<u>0.60</u>	Support Staff
<u>2</u>	<u>1.00</u>	Teacher Aide/Intern/Assistant	<u>1</u>	<u>0.25</u>	Audiologist
<u>1</u>	<u>0.15</u>	External Evaluator			

SERVICE AREAS: Small town, rural; 8 school districts, 7 counties,
13 schools/service facilities.

SERVICE SITES: Regular elementary school, regular secondary school, special elementary school, special secondary school, residential facility, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u>X</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u>X</u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u>X</u>
Direct Therapy with Client:	<u>X</u>	<u> </u>	<u>X</u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

Other services provided directly by project staff: Inservice training to other LEAs, preparation of training materials, consulting.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Audiologic screening and testing.

Initial Diagnosis/In-Depth Assessment: Bayley Scales of Infant Development, WISC-R Performance, Leiter IPS, Hiskey-Nebraska, Vineland, Pre-school Attainment.

Ongoing Evaluation/Monitoring Progress: Child-based Information System (CBIS) (ongoing).

BASIC DESIGN FOR PROGRAM EVALUATION: CBIS - monitoring of progress; various original questionnaires.

PROJECT TITLE: Programs for the Orthopedically Multiply Impaired in Self Realization Education

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Easter Seal Society of Rhode Island (private, non-profit agency)
East Providence, RI.

PROJECT ABSTRACT: The aim of Project PROMISE is to develop an instructional model to supplement the basic educational program for orthopedically impaired severely multiply handicapped children that will lead to optimal self-sufficiency. The project specifically hopes to foster functional communication, maximize independent physical functioning, emphasize positive self-image and interpersonal relationships, and develop work readiness and independent living skills. The project serves 12 severely multiply handicapped children with primary orthopedic impairment, aged 9-13, who attend Meeting Street School in East Providence, Rhode Island, and live at home. The past rate of academic growth and severity of physical impairment for these children pose serious obstacles to achieving self-sufficiency.

The project is school based, with activities extending into home and community through the Rhode Island Easter Seal Society. Project staff include a Project Director, project assistant, teaching assistants, special education teachers, psychologist, social worker, physical therapist, occupational therapist and diagnostic coordinator. Parents receive individual counseling and participate in parent group activities provided by a professionally qualified social worker. Monthly sessions for home programming with parents and team members provide a milieu for communication between parents and project staff, and insure consistency in management techniques. Additionally, parents are encouraged to volunteer in the classrooms, provide manpower for special events and serve as agents for shaping positive societal attitudes.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe, multiple handicapped.

Ages: 12-16.

PROJECT STAFF:

Administration: Mrs. Barbara Fazzano, PI, CO

Contact Person: Mrs. Barbara Fazzano, (401) 438-9500

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.50</u>	Occupational Therapist
<u>3</u>	<u>3.00</u>	Teacher Aide/Intern/Assistant	<u>1</u>	<u>0.50</u>	Physical Therapist
<u>1</u>	<u>0.50</u>	Speech/Language Specialist	<u>1</u>	<u>0.50</u>	Psychologist
<u>1</u>	<u>0.50</u>	Administration	<u>1</u>	<u>0.50</u>	Support Staff

Other Staff: (Cont'd.)

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>0.10</u>	Medical Staff	<u>1</u>	<u>1.00</u>	Social Worker
<u>2</u>	<u>1.60</u>	Child Care Worker			

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural;
10 school districts, 6 counties, 1 school/service facility.

SERVICE SITES: Special secondary school, clients' residences (private homes),
group home.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Referral to Appropriate Program:	_____	_____	<u>X</u>
General Program Development (IEP):	<u>X</u>	_____	_____
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	_____	_____
Direct Instruct./Train. with Client:	<u>X</u>	_____	_____
Direct Therapy with Client:	<u>X</u>	_____	_____
Ongoing Eval. of Client Progress:	<u>X</u>	_____	_____
Family Training/Counseling/Therapy:	<u>X</u>	_____	_____

Other services provided directly by project staff: Neurological reevaluation, orthopedic reevaluation.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Neurological and orthopedic examination; Psychological - standardized when applicable and/or P.S.R.; checklist scale of skills - occupational therapy speech and language and physical therapy; academic levels - standardized where applicable and checklist.

Ongoing Evaluation/Monitoring Progress: Initial testing repeated each year - ongoing evaluation every six months. Written progress reports every six months. Monthly review of IEP and progress for curriculum revision.

BASIC DESIGN FOR PROGRAM EVALUATION: Evaluation will be by third party. Effort will be a summative assessment of the objectives of the project over a three-year period. Data on services to children to be obtained through testing and observation of participants and a small comparison group. Both individual and group achievement will be analyzed. Other objectives will be measured by questionnaires, interviews and examination of project records.

PROJECT TITLE: School-Age Multihandicapped: SAM Project

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Capital Area Rehabilitation Center (private, non-profit),
Austin, TX.

PROJECT ABSTRACT: This project is developing and implementing a comprehensive education/training and related service model which includes: a screening and referral service; in-depth evaluation and diagnosis; individualized education programs for participating children; educational and counseling services for parents, guardians and siblings; and pre- and inservice training for staff.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to profound, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Joye A. Scheffler, MEd, PI, CO

Contact Person: Joye A. Scheffler, MEd, (512) 476-4567

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Support Staff
<u>5</u>	<u>5.00</u>	Teacher Aide/Intern/Assistant	<u>1</u>	<u>1.00</u>	Health Care

SERVICE AREAS: City, suburban, small town, rural; 8 school districts, 10 counties.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u> </u>	<u> </u>	<u> X </u>
Referral to Appropriate Program:	<u> X </u>	<u> </u>	<u> </u>
General Program Development (IEP):	<u> X </u>	<u> </u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u> X </u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u> X </u>	<u> </u>	<u> </u>

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	<u>Staff</u>	<u>Trained by Staff</u>	<u>Other</u>
Direct Therapy with Client:	<u>X</u>	<u> </u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Woodcock Reading, Key Math, Circus, AAMD, Peabody Picture Vocabulary, Detroit Tests of Learning Aptitude, Bayley, Ayers Motor Accuracy Test.

Ongoing Evaluation/Monitoring Progress: September, 1979; January, 1980; April, 1980.

BASIC DESIGN FOR PROGRAM EVALUATION: Third-party evaluator utilizes an Evaluation Design Summary Chart to measure accomplishment of project objectives which includes: 1) performance objective, 2) measurement instruments, and 3) data collection procedures. A plan is also in place for assessing the extent of program activities completed on time.

PROJECT TITLE: MHVI PROJECT**TYPE OF PROGRAM: SNP****FUNDING YEAR: 3rd****OPERATIONAL BASE:** Texas School For The Blind (local education agency),
Austin, TX.**PROJECT ABSTRACT:** The MHVI Project provides for direct and indirect services to 40 multihandicapped visually impaired children, ages 6-21, residing within a 40 mile radius of Austin, Texas. The project children are either homebound or are being served by a local agency or facility which has the primary responsibility for educational planning.

The supplemental project services include parent counseling and training, referrals and follow-up for low vision and medical evaluation, and formal evaluation in the following areas: orientation and mobility, speech therapy, and occupational therapy. Additional services include IEP development, curriculum development and monitoring, direct teaching and therapy, consultation and training of LEA teachers and staff, provision of educational materials on a loan basis, securing and coordinating special services and funding, and advocacy service for each MHVI child.

CHARACTERISTICS OF POPULATION SERVED:**Disability Types:** Moderate to profound, multiple handicapped/visually impaired.**Ages:** 6-22.**PROJECT STAFF:****Administration:** William H. Miller, PI; Marty Murrell, PD**Contact Person:** Marty Murrell, (512) 454-8631**Other Staff:** Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Speech/ Communication Specialist	<u>1</u>	<u>1.00</u>	Occupational Therapist
<u>1</u>	<u>1.00</u>	Orientation and Mobility Instructor	<u>1</u>	<u>0.75</u>	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural;
5 school districts, 5 counties, 8 schools/service facilities.**SERVICE SITES:** Regular elementary school, regular secondary school, special elementary school, special vocational school, residential facility, clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

Other services provided directly by project staff: Vision screening.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Observation.

Initial Diagnosis/In-Depth Assessment: Oregon Project, Receptive Expressive Language Assessment, Southern California Sensory Integration Test, Fiorentino Reflex testing, staff-developed checklist.

Ongoing Evaluation/Monitoring Progress: Formal - yearly; IEP Review - three month intervals; progress report - daily.

BASIC DESIGN FOR PROGRAM EVALUATION: None specified (see above).

PROJECT TITLE: Project SPICY: Severely and Profoundly Impaired Children and Youth

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: University of Texas at Dallas (higher education agency), Richardson, TX.

PROJECT ABSTRACT: A public school demonstration program for severely/profoundly mentally retarded children and youth is being provided by the Special Education Program at The University of Texas at Dallas in cooperation with the Dallas Independent School District. The objective of this program is to demonstrate and disseminate a service delivery system which emphasizes an interaction approach to training and also is responsive to PL 94-142 through: 1) demonstration of pupil identification, screening and assessment services followed by design, implementation and evaluation of an interaction-type Individualized Education Plan (IEP); 2) demonstration of pre- and inservice interaction-type training plus ongoing consultation for the educational staff which provides educational programs to the 59 pupils included in the project; and 3) demonstration of supervised parent training which is designed to extend the IEP into the home.

The major goal which underlies all activities is to assist severely and profoundly mentally retarded pupils in the achievement of purposeful, goal-directed interaction with the surrounding environment (objects and people). Demonstration of the service delivery model combines the efforts of the university and public school staffs as both seek to meet the needs of the severely and profoundly mentally retarded pupils and their parents or parent surrogates. Throughout the project evaluative measures will be employed which are designed to furnish data on the effectiveness of the model.

The thrust of the third-year activities will be on the demonstration/dissemination of project components. Increased concern about energy, fiscal restrictions within local education agencies, excessive travel distances within the Southwest and local constraints regarding personnel release time necessitate a series of field demonstrations as well as maintenance of demonstration sites in Dallas. These field demonstrations will consist of ten one-week field demonstrations during the summer of 1979 with follow-up sessions in the fall and one and two-day field demonstrations on specific project components, (e.g., parent involvement, staff training, classroom programming) in the spring of 1980.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Beth Stephens, Ph.D., PD; Les Sternberg, Ph.D., CO-PD;
Sylvia Jenkins, Supervisor

Contact Person: Beth Stephens, (214) 690-2057

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

No. FTE Position/Title

2 1.75 Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural;
Project serves five states.

SERVICE SITES: Regular elementary school, regular higher education school, special elementary school, residential facility, special center (non-school), clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u> </u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u> </u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u>X</u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>	<u> </u>

Other services provided directly by project staff: Classroom demonstrations, resource materials equipment, references, curriculum development assistance.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Callier-Azusa Scale (ongoing); Development Pinpoint (ongoing); Fels Parent Behavior Rating Scale (Parent Progress).

BASIC DESIGN FOR PROGRAM EVALUATION: The pupil component, the staff component, the parent component and field demonstration are being evaluated.

Pupil component: Emphasis on the Callier-Azusa, pre/post.

Staff component: Assessment of demonstrable competencies.

Parent component: Callier-Azusa, pre/post; Fels Parent Behavior Rating Scale.

Field demonstration: 1) Evaluation of demonstration by participants, using forms; 2) utilization data through structured surveys; and 3) supervisor's ratings of participants.

PROJECT TITLE: Exemplary Service Project

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Exceptional Child Center, Utah State University (higher education agency), Logan, UT.

PROJECT ABSTRACT: The Exemplary Service Project at Utah State University was first funded in FY 1977-78. Since that time the project has developed the major components of a model program for severely/profoundly mentally retarded children and youth. The four major components of the project are Service, Cooperation and Coordination, Dissemination and Evaluation.

The first component, Service, includes the development of an individualized service program consisting of an IEP, an individualized health plan, and an individualized social service plan. Each of these items is developed in a cooperative effort between parents, the child, whenever possible, and the specialists working with the child. In addition, the Service component coordinates parent involvement with the staff, provides parent training in a variety of areas, provides parents with materials, and serves to keep parents involved in their child's individualized program. The project also provides pre- and inservice training to project staff members in order to assure their competence in providing an effective program for the project clientele.

The second major component of the project emphasizes cooperation and coordination with interested individuals, agencies, and organizations. Project staff regularly meet with personnel from various local and state agencies and organizations as a function of their position roles. These interactions result in ongoing exchanges of information, visits by individuals to the project, and cooperative efforts toward improving the quality of life for the severely/profoundly retarded.

The third major component involves the dissemination of information. This phase of the program is designed to aid Cooperation and Coordination by providing information to interested individuals, including parents, professionals, paraprofessionals and legislative personnel.

The fourth component of the project is Evaluation. The project regularly evaluates the progress of each child being served, as well as each component of the project, and revises activities as deemed appropriate by the evaluation information.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded.

Ages: 5-18.

PROJECT STAFF:

Administration: Dr. Sebastian Striefel, PI; Dr. Alan Hofmeister, Co-PI

Contact Person: Seb Striefel, Ph.D., (801) 750-1985

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Staff</u>	<u>1</u>	<u>0.50</u>	Occupational Therapist
<u>1</u>	<u>0.50</u>	Instruct. Staff for <u>Parents</u>	<u>2</u>	<u>1.50</u>	Psychologist
<u>3</u>	<u>1.25</u>	Outreach Specialist			

SERVICE AREAS: City, rural; 8 school districts, 5 counties, 1 school/service facility.

SERVICE SITE: Special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u> </u>
Referral to Appropriate Program:	<u> </u>	<u>X</u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u> </u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u> </u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u> </u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u> </u>	<u>X</u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Slossen Intelligence Test; Adaptive Behavior Scale.

Initial Diagnosis/In-Depth Assessment: Callier-Azusa; Alpern-Boll; individual assessment and curriculum system.

Ongoing Evaluation/Monitoring Progress: Each of above listed instruments twice per academic year.

BASIC DESIGN FOR PROGRAM EVALUATION: Locally developed evaluation instruments are used to evaluate each phase/activity of project. Instruments previously listed are used to evaluate child progress. In addition, daily data on child progress is collected.

PROJECT TITLE: Project APT**TYPE OF PROGRAM: SNP****FUNDING YEAR: 3rd****OPERATIONAL BASE:** Kilmer Center (local education agency), Vienna, VA.

PROJECT ABSTRACT: Project APT demonstrates an efficient method of assisting administrators, parents, and teachers to meet requirements of PL 94-142. To fulfill new responsibilities under this mandate, these individuals will be assisted by a team of experienced professionals who have demonstrated particular skills in assessing, programming for, and training severely/profoundly mentally retarded pupils. Activities of the APT team will include training parents and teachers in assessment procedures (areas of strengths and dysfunctions), demonstrating prescriptive educational techniques and consulting with teachers and parents regarding curriculum adaptation, therapeutic intervention, adaptive equipment and behavior management.

Project APT operates within the Special Education Division of Fairfax County Public Schools, Virginia. Fairfax County is presently in the process of combining its programs for multihandicapped students with the existing programs for moderately retarded students. This will result in the development of two regional centers, one north county and one south county. The north county program, Kilmer Center, the demonstration site for Project APT, opened in September, 1978, and is currently serving approximately 50% of the existing student population.

Project APT serves approximately 120 severely/profoundly mentally retarded students ranging in age from 6 to 21 years. During this year, Project APT will include staff who will comprise an interdisciplinary team providing expertise in the areas of motor development, developmental and educational assessment, physical and occupational therapy, neuromotor development and media design.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, seriously emotionally disturbed, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Joan C. Gendreau, PI; Minna Vogel, CO

Contact Person: Joan C. Gendreau, (703) 698-1600

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Staff</u> and <u>Parents</u>	<u>1</u>	<u>0.50</u>	Occupational Therapist
<u>1</u>	<u>0.50</u>	Teacher Aide/Intern/Assistant	<u>1</u>	<u>1.00</u>	Physical Therapist
<u>1</u>	<u>1.00</u>	Graphic Artist	<u>1</u>	<u>0.50</u>	Support Staff

SERVICE AREA: Suburban; 1 school district, 1 county, 2 schools/service facilities.

SERVICE SITE: Special center (school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u>X</u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u> </u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u> </u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Hearing screening; vision screening; physical function screening; oral motor screening; Cognition Checklist; Home Information Questionnaire.

Initial Diagnosis/In-Depth Assessment: Screening profile; screening summary; Developmental Achievement Wheel; Maladaptive Behavior Checklist.

Ongoing Evaluation/Monitoring Progress: Developmental Achievement Wheel.

BASIC DESIGN FOR PROGRAM EVALUATION: Using two third-party evaluators, Project APT is examining overall effectiveness based on 1) fulfillment of project objectives and 2) ability to continue products and components without project staff.

PROJECT TITLE: Community-Based Prevocational Training Program for Severe/
Profound Youth

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Wilson Pacific School (local education agency), Olympia, WA.

PROJECT ABSTRACT: Significant components of the project and categories of activities include: Prevocational training using systematic instruction - providing prevocational, self-help, and community living education and services to target pupils via systematic instruction with attention to entry-level behaviors for vocational and residential placements; 2) community liaison component - identifying, assessing, and developing cooperative relationships with vocational facilities and workshops in the community, providing transit training, developing trial placements, arranging for final placements after appropriate training, and providing follow-up; 3) family involvement and training - providing continuity between the home and school, assessing needs of the family, individual and group training of family and residential staffs for carrying out programs at home, providing information about community resources and referral services, identifying and assessing entry-level skills in residential facilities, arranging placements and follow-up; 4) interdisciplinary educational team - the team approach is used to meet varied needs of pupils and plan programs.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 16-21.

PROJECT STAFF:

Administration: Al Lynch, Supervisor, Office of the Superintendent of Public Instruction, PI; Jim McConnell, Principal, CO

Contact Person: Al Lynch, (206) 753-6735

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>0.50</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Community Liaison
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Parents</u>	<u>4</u>	<u>2.50</u>	Teacher Aide/ Intern/Assistant

SERVICE AREA: Major city; 1 school district, 1 county, 1 school/service facility.

SERVICE SITE: Special secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u> </u>

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u> </u>	<u>X</u>
Direct Therapy with Client:	<u>X</u>	<u> </u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: PAI (Pre-Vocational Assessment Inventory); VIEWS; PACG (Pre-Vocational Assessment and Curriculum Guide); PAC (Progress Assessment Chart); Behavioral Analysis of Family-Child Interaction; UPAS (Uniform Performance Assessment Scale).

Ongoing Evaluation/Monitoring Progress: UPAS; PACG; PAC.

BASIC DESIGN FOR PROGRAM EVALUATION: Third-party evaluation.

PROJECT TITLE: Program for Severely Orthopedically Impaired Mentally Retarded Children and Youth

TYPE OF PROGRAM: SNP

FUNDING YEAR: 3rd

OPERATIONAL BASE: Shawnee Hills Community Mental Health and Mental Retardation Center (private, non-profit), Institute, WV.

PROJECT ABSTRACT: The Program for Severely Orthopedically Impaired/Mentally Retarded Children and Youth is an intensive home-based training program designed to serve mentally retarded children aged 6-21, whose severe orthopedic impairments render them virtually immobile and unable to participate in any center-based program. The project utilizes direct intervention and educational training for each child with emphasis placed upon parental involvement.

The overall objectives of the program are 1) to prevent the institutionalization of any mentally retarded individual from Region III (Boone, Clay, Kanawha, and Putnam counties) and 2) to provide the mentally retarded with as much of a normal life-style as possible. Specifically, the program will: 1) provide direct therapeutic and educational services to mentally retarded/orthopedically impaired children, 2) increase parental knowledge and involvement through training and active participation in the implementation of their child's program, and 3) serve as a model project suitable for replication throughout the nation where the severely orthopedically impaired/mentally retarded children are still being left unserved.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Brenda Duke McBrayer, PI; CO

Contact Person: Brenda Duke McBrayer, (304) 768-3901

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Parents</u>	<u>1</u>	<u>0.50</u>	Occupational Therapist
<u>1</u>	<u>0.16</u>	Speech/Communication Specialist	<u>1</u>	<u>0.25</u>	Physical Therapist
<u>3</u>	<u>0.40</u>	Administration	<u>1</u>	<u>0.20</u>	Medical Staff
<u>2</u>	<u>2.00</u>	Home Trainers			

SERVICE AREAS: Small town, rural; 4 school districts, 4 counties.

SERVICE SITE: Clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u>X</u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u> </u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u> </u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u> </u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Physical, psychological and dental examinations.

Initial Diagnosis/In-Depth Assessment: The TARC Assessment System, West Virginia Assessment and Tracking System, Parent/Child Evaluation, Peabody Picture Vocabulary Test, REEL, A Cerebral Palsy Assessment Chart, A Muscle Test for Patients with Spastic Paralysis, nutritional assessment, O.T./P.T. informal assessments, Impedence Test.

Ongoing Evaluation/Monitoring Progress: All assessments are re-administered yearly. Progress is monitored monthly/daily through the recording of client data/progress for priority IEP/IPP goals. Progress is also monitored quarterly through clinics; all staff visit the client's home and evaluate progress/work with parent. Parent/child evaluation service monthly.

BASIC DESIGN FOR PROGRAM EVALUATION: Each segment is evaluated separately: Quarterly Report Analysis Form, Interim Report Analysis Form, Client Recommendation Form, Parental Interview Form and Attitude Scale, Individual Program Plan, Parent Handbook Evaluation Questionnaire, Newsletter Evaluation Questionnaire, Parent Training Packet Evaluation Questionnaire, Staff Training Evaluation, Training Evaluation Sheet, Deliverable Draft Review Form, Presentation Evaluation Form.

PROJECT TITLE: Strategies for Developing Age-Appropriate Curricular Content and Public School Service Delivery Models Designed to Prepare a Wide Range of Secondary Aged Severely Handicapped Students to Function as Independently and as Productively as Possible in Postschool Community, Vocational, Domestic and Recreational Environments

TYPE OF PROGRAM: SNP

FUNDING YEAR: 2nd

OPERATIONAL BASE: University of Wisconsin (higher education agency), Madison, WI.

PROJECT ABSTRACT: An educational program concerned with preparing a wide range of severely handicapped students to function as independently and as productively as possible in their postschool years should be concerned with realizing thousands of appropriate educational objectives. Certainly, the authors and their colleagues are attempting to relate to such a plethora of appropriate educational objectives in as reasonable a fashion as possible. This project, however, will be primarily concerned with: 1) Demonstrating, verifying and disseminating strategies that can be used to develop age-appropriate curricular content and public school service delivery models that prepare a wide range of severely handicapped students to function as independently and as productively as possible in postschool community, vocational, domestic and recreational environments; 2) demonstrating, verifying and disseminating a follow-up ecological inventory strategy to secure evaluative information pertaining to the effects of a public school educational program on the subsequent vocational, domestic and recreational functioning of severely handicapped graduates and to contribute to the development of age-appropriate educational curricula for secondary aged severely handicapped students; and 3) demonstrating, verifying and disseminating curricular strategies for developing longitudinal interactions between secondary aged severely handicapped, less handicapped or nonhandicapped students and other citizens in school and non-school settings.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, multiple handicapped.

Ages: 13-21.

PROJECT STAFF:

Administration: Dr. Lou Brown, CO; Dr. Lee Gruenewald, CO

Contact Person: Dr. Lou Brown, (608) 262-2722

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.25</u>	Administration
<u>3</u>	<u>1.50</u>	Teacher/Instruct. Staff for <u>Staff</u>	<u>3</u>	<u>2.50</u>	Support Staff
<u>1</u>	<u>0.50</u>	Social Worker			

SERVICE AREA: Major city; 1 school district, 1 county, 15 schools/service facilities.

SERVICE SITE: Regular secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	_____	_____	<u>X</u>
Referral to Appropriate Program:	_____	_____	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	_____
Instruction/Therapy Plan Dev. (IIP):	_____	_____	<u>X</u>
Direct Instruct./Train. with Client:	_____	_____	<u>X</u>
Direct Therapy with Client:	_____	_____	<u>X</u>
Ongoing Eval. of Client Progress:	_____	<u>X</u>	_____
Family-Training/Counseling/Therapy:	_____	_____	<u>X</u>

Other services provided directly by project staff: Longitudinal follow-up of graduates, coordinating and conducting site visits, presentations and workshops.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Not applicable.

Initial Diagnosis/In-Depth Assessment: Ecological inventory strategy with discrepancy analysis.

Ongoing Evaluation/Monitoring Progress: Continuous: Individualized data probes and verifications of skills taught in functional environments.

BASIC DESIGN FOR PROGRAM EVALUATION: Discrepancy analysis of IEP objectives planned and accomplished.

PROJECT TITLE: Bay Area Severely Handicapped Deaf/Blind Project

TYPE OF PROGRAM: SNP

FUNDING YEAR: 2nd

OPERATIONAL BASE: Frederic Burk Foundation/San Francisco Unified School District (local education agency and private, non-profit agency), San Francisco, CA.

PROJECT ABSTRACT: A model educational program for deaf/blind children, 5-12, who are also severely/profoundly multihandicapped is underway. The project operates a classroom for six students in a severely handicapped classroom in the San Francisco County public schools. This program differs from other deaf/blind classes in terms of innovative educational practices for a population functioning at very low adaptive behavior levels. The objectives of the program include the development of assessment systems to provide measures of functional visual and auditory efficiency. The results of applications of these assessment systems are used to modify and reformulate Individual Educational Plans (IEPs) which contain compensatory as well as remedial instructional objectives and teaching strategies for both visual and auditory impairment. The program is committed to a non-segregated service delivery model for deaf/blind children and returns referred students to their original severely multihandicapped classrooms following reformulation of IEP (about six months) and a two-week intensive, inservice training program provided to the child's original teacher. All program objectives are evaluated in an experimental data-based paradigm which includes a reliable and objective measurement on a system to evaluate IEP content, and on repeated measurement with a standardized assessment system. Additionally, outside evaluation consultants are employed during the second year. Project technique and results will be disseminated by inclusion of assessment and training materials in an ongoing inservice training package for teachers of the severely handicapped which is slated for national dissemination, by inclusion in an ongoing series of statewide workshops for California teachers of the severely handicapped, by referral of all materials to the regional deaf/blind center, and by publication and presentation to national conferences.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, deaf-blind, multiple handicapped.

Ages: 3-12.

PROJECT STAFF:

Administration: Dr. Wayne Sailor, PI; Lori Goetz, CO

Contact Person: Lori Goetz, (415) 641-1573; (415) 469-1306

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>0.50</u>	Support Staff
<u>1</u>	<u>0.50</u>	Teacher/Instruct. for <u>Staff</u>			
<u>2</u>	<u>1.75</u>	Teacher Aide/Intern/Assistant			

SERVICE AREAS: Inner city, major city, city, suburban; The number of school districts varies, 5 counties, 8 schools/service facilities.

SERVICE SITE: Special elementary school.

SERVICES FOR CHILDREN YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u>X</u>	<u> </u>
Referral to Appropriate Program:	<u>X</u>	<u> </u>	<u> </u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u> </u>	<u>X</u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u> </u>	<u> </u>	<u>X</u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

Other services provided directly by project staff: Inservice training for teachers receiving project children.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Informal Auditory and Vision Assessment Checklists (developed by project staff).

Initial Diagnosis/In-Depth Assessment: 1) Michigan Manual for Assessment of Deaf/Blind Multiply Handicapped Children; 2) Functional Vision Assessment Manual (under development by staff); 3) Function Auditory Assessment Manual (under development by staff); 4) Formal audiological assessment by clinical audiologist.

Ongoing Evaluation/Monitoring Progress: Daily performance data on all instructional objectives, charted daily and used for instructional decision making.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Child change: daily classroom data; pre-post on Michigan Deaf/Blind Scale; 2) Innovative educational practices: experimental validation using single case designs; 3) Products (assessment manuals): outside evaluation team; 4) Inservice training: pre-post on teacher competencies from Project LEARN, Kansas; 5) Parent training: informal questionnaire.

PROJECT TITLE: The Severely Handicapped Youth Leisure Time Training Project

TYPE OF PROGRAM: SNP

FUNDING YEAR: 2nd

OPERATIONAL BASE: University of Hawaii Department of Special Education (higher education agency), Honolulu, HI.

PROJECT ABSTRACT: The major purpose of the Severely Handicapped Youth Leisure Time Training Project is to develop a Leisure Time Activities curriculum component which can be used within the classroom to supplement existing educational programming for the severely handicapped adolescent. The project considers the self-fulfillment rights and constructive utilization of leisure time to be a legitimate concern of educational services which have as their goal the normalization of adult life for the severely handicapped person. The two major goals of the project's curriculum component are 1) the development of necessary skill levels in leisure time activities which are developmentally and age appropriate as well as maximally generalizable to the natural (school and home) environment; and 2) the demonstration of self-initiation of play behaviors at each skill level with minimal supervision. This entails a major focus on self-initiation, maintenance and generalization concerns throughout the training program at each skill level, with maximum consideration for self-reinforcing capabilities of materials and activities themselves to promote the ultimate goal of independent, constructive use at leisure time by severely handicapped adolescents.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, mentally retarded, seriously emotionally disturbed, multiple handicapped.

Ages: 6-21.

PROJECT STAFF:

Administration: Dr. James Apffel, PI; Dr. Luanna Noeltz, PI;
Bonnie Biel Wuerch, PD

Contact Person: Bonnie Biel Wuerch, (808) 948-7778

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>5</u>	<u>0.62</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>4</u>	<u>1.55</u>	Support Staff
<u>1</u>	<u>0.25</u>	Teacher/Instruct. Staff for <u>Parents</u>			
<u>4</u>	<u>1.25</u>	Graduate Assistants/Instructional Personnel for Children			

SERVICE AREAS: Major city, city, suburban; 2 school districts, 1 county, 3 schools/service facilities.

SERVICE SITES: Clients' residence (private homes); intermediate school, elementary and secondary, special education center.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u>X</u>	<u> </u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u> </u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: AAMD and TARC are administered to youth diagnosed by the Hawaii Department of Education as severely handicapped between ages 13 and 18.

Initial Diagnosis/In-Depth Assessment: Videotaped baseline samples of students' behavior during unstructured free time are coded for percent appropriate vs. inappropriate behaviors. All project youth are also baselined on task analyzed skill sequences.

Ongoing Evaluation/Monitoring Progress: 1) Daily data collection of child performance during training on task analyzed skill sequences; 2) at minimum, twice weekly collection of child preference data, self-initiation and duration of play during unstructured free time data; 3) biweekly video sample of a subsample of project youths' behavior with selected leisure time activities during an unstructured free-time period. These samples are coded for percent appropriate vs. inappropriate play behaviors; and 4) posttraining administration of AAMD and TARC.

BASIC DESIGN FOR PROGRAM EVALUATION: 1) Changes in skill level of students on selected leisure time activities; 2) changes in percent appropriate vs. inappropriate play behavior during unstructured free-time periods; 3) satisfaction/generalization measures: pupil preference for activities and changes in provider care/teacher perceptions; 4) replicability of project products through field test sites.

PROJECT TITLE: Engineering Process-Oriented Programming for Severely Handicapped Adolescents

TYPE OF PROGRAM: SNP

FUNDING YEAR: 2nd

OPERATIONAL BASE: University of Kansas Bureau of Child Research
(higher education agency), Parsons, KS.

PROJECT ABSTRACT: This three-year model project serves severely/profoundly handicapped, non-verbal adolescents. Many youngsters in this population are further characterized by concomitant severe behavior disorders. Most programs and curricula currently available for this population target the development of a repertoire of highly specific "adaptive behaviors" and "prevocational" response classes. The premise of this project is that such programming must be supplemented by an awareness of the more generic interactive and processing skills which are not only essential to the student's ability to acquire new response repertoires, but also seem to be critical to any potential for a normalized "quality of life" for these individuals. These generic skill areas include motor, social interactive, and environmental information processing skills; and these are seen to culminate in the most generic skill area of all -- namely communication.

The goal of this model project then, is to develop an interactive, communication-oriented program characterized by the following features: 1) a two-dimensional curriculum, representing both generic skills and specific age-appropriate response development targets; 2) in-depth assessment procedures for identifying generic skill deficits associated with specific response deficits; 3) interactive training procedures utilizing small group training formats and in situ teaching in semistructured activity periods; 4) an engineered learning environment, consisting of activity zones, staff-student interaction policies, and specially created age-appropriate curriculum materials, all designed to evoke and reinforce targeted skills and responses and 5) direct liaison between the school program and a primary-caregiver in each student's living environment to promote environmental relevance and carryover of target behaviors.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Severe to profound, multiple handicapped, (S/PMR with concomitant severe behavior and communication disorders).

Ages: 14-17.

PROJECT STAFF:

Administration: James E. McLean, Ph.D., PI; Lee Snyder-McLean, Ph.D., CO
Charity M. Rowland, Ph.D., Evaluation Specialist

Contact Person: Lee Snyder-McLean, (316) 421-6550, ext. 395

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>1.00</u>	Speech/Communication Specialist	<u>1</u>	<u>0.75</u>	Support Staff
<u>1</u>	<u>1.00</u>	Research Assistant			

SERVICE AREA: Rural (students reside in a state institution located in rural areas);
1 school district, 1 county, 1 school/service facility (available as
resource to whole region).

SERVICE SITE: Residential facility (special school located on grounds).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided
directly by project staff, by people trained (at least in part) by staff, or by other
person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u>X</u>	<u>X</u>	<u> </u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>

Other services provided directly by project staff: Intensive assessment, inservice
workshops.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Subject-selection: TARC; review of existing IEPs and
teacher report.

Initial Diagnosis/In-Depth Assessment: (Repeated at 12-month intervals). Uzgis and
Hunt Ordinal Scales of Psychological Development; Sequenced Inventory of
Communication Development; Callier-Azusa Scales; Bates Communication Interview;
event sampling.

Ongoing Evaluation/Monitoring Progress: In addition, a "Verbatim Rate Code",
originally developed by K. Stremel-Campbell, is employed at two-week and four-week
intervals (depending on communication level of S) to record communication directed
toward and produced by each student during a 15-minute period in each of three
different settings; daily program data; "People Skills" and "Things Skills" - experimental
edition of prescriptive assessment tool developed through this project.

BASIC DESIGN FOR PROGRAM EVALUATION: A quasi-multiple-baseline design;
performance gain rates; evaluation measures, instruments and procedures listed above.

PROJECT TITLE: Vocational Habilitation for Severely Handicapped Youth Project

TYPE OF PROGRAM: SNP

FUNDING YEAR: 2nd

OPERATIONAL BASE: Department of Special Education, University of Missouri-Columbia and Woodhaven School (publicly funded agency and private, non-profit agency), Columbia, MO.

PROJECT ABSTRACT: The primary purposes of the Vocational Habilitation Project are to develop, implement and disseminate a replicable model of community-based vocational assessment, training, and placement services. Services provided include analysis of the local labor market and specific job analyses of on-the-job and related skill requisites of employment. Client assessment and training activities are then conducted based on these job requisites. Client training occurs in community job sites rather than in more restrictive (institutional) sites. Skills acquisition, maintenance, and generalization across trainers and sites are monitored.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, mentally retarded, seriously emotionally disturbed, multiple handicapped.

Ages: 13-19.

PROJECT STAFF:

Administration: Dr. Sandra Alper, PI; Lucy Choisser, CO

Contact Person: Dr. Sandra Alper, (314) 882-3741

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>1.00</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Occupational Therapist
<u>1</u>	<u>1.00</u>	Speech/Communication Specialist	<u>1</u>	<u>1.00</u>	Support Staff
<u>1</u>	<u>1.00</u>	Vocational Specialist			

SERVICE AREAS: City, small town; 1 school district, 3 counties, 2 schools/service facilities.

SERVICE SITES: Residential facility, job sites in community.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	_____	_____	<u>X</u>
Referral to Appropriate Program:	_____	<u>X</u>	<u>X</u>
General Program Development (IEP):	<u>X</u>	<u>X</u>	_____

SERVICES FOR CHILDREN/YOUTH: (Cont'd.)

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Instruction/Therapy Plan Dev. (IIP):	<u>X</u>	<u>X</u>	<u> </u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u> </u>
Direct Therapy with Client:	<u> </u>	<u> </u>	<u>X</u>
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	<u> </u>
Family Training/Counseling/Therapy:	<u>X</u>	<u>X</u>	<u>X</u>

Other services provided directly by project staff: Maintain contacts with employers.

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Criterion - referenced assessments relative to on-the-job and related skill requisites of community based jobs are conducted with each client.

Ongoing Evaluation/Monitoring Progress: 1) Daily data are collected on skills acquisition, maintenance, generalization of skills and production rates utilizing a multiple-baseline format; 2) number of hours/week spent in the community by each client is monitored, along with number of new skills learned and time to criterion measures; 3) all training objectives and training strategies are reviewed on a monthly basis.

BASIC DESIGN FOR PROGRAM EVALUATION: All project components are evaluated using a Discrepancy Evaluation Model (DEM) design. Overall project evaluation activities are conducted by an independent, external evaluation consultant.

PROJECT TITLE: Assessing and Developing the Communication Abilities of Deaf-Blind Children

TYPE OF PROGRAM: SNP

FUNDING YEAR: 2nd

OPERATIONAL BASE: New York University (higher education agency), New York, NY.

PROJECT ABSTRACT: The goal of this project is to specify a series of assessment methods and instructional strategies regarding the most effective procedures to stimulate and improve the communication abilities of deaf-blind children between 5 and 12 years of age. The project encompasses several components: 1) in-depth assessment of the population to determine deficits, strengths, and learning modalities which can be useful in the development of communication; 2) selection and modification of teaching processes through which communication skills may be taught; 3) content vehicles for the specific development of communication skills; and 4) dissemination models for sharing validated project materials, methods, and measures nationwide.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Mild to profound, deaf-blind.

Ages: 5-12.

PROJECT STAFF:

Administration: Dr. Jerome D. Schein, PI; Linda Kates, CO

Contact Person: Dr. Jerome D. Schein, (212) 598-2305

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
2	2.00	Administration	1	0.50	Support Staff

SERVICE AREAS: Inner city, major city, city, suburban, small town, rural;
9 schools/service facilities.

SERVICE SITES: Residential facility; special center (non-school).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Direct Instruct./Train. with Client:	_____	<u>X</u>	_____
Ongoing Eval. of Client Progress:	<u>X</u>	<u>X</u>	_____

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: Behavior Rating Instrument for Autistic and Other Atypical Children (BRIAAC); Wolf Inventory of Psycholinguistic Progress (WIPP); Callier-Azusa Scale.

Ongoing Evaluation/Monitoring Progress: BRIAAC - two times/year; WIPP - ongoing recording of emerging communication abilities; Callier-Azusa Scale - two times/year.

BASIC DESIGN FOR PROGRAM EVALUATION: Prior to curriculum intervention, the student is assessed using the Behavior Rating Instrument for Autistic and Other Atypical Children (BRIAAC) and the Wolf Inventory of Psycholinguistic Progress (WIPP). Upon completion of the intervention, they will be re-assessed using BRIAAC and WIPP. Comparison of the data will determine the effectiveness of the program.

PROJECT TITLE: Vocational Opportunities Cooperative

TYPE OF PROGRAM: SNP

FUNDING YEAR: 2nd

OPERATIONAL BASE: Specialized Training Program, Center on Human Development,
University of Oregon (higher education agency), Eugene, OR.

PROJECT ABSTRACT: This project provides services to multiple handicapped/severely retarded adolescents through: 1) direct assistance to teachers in identifying and reaching student IEP vocational objectives; 2) development, testing, and dissemination of a ten-part generalized vocational skills curriculum for classroom teachers; 3) single subject research in the area of vocational instruction; 4) identification and provision of vocational instructional materials for classroom teachers; 5) restructuring the vocational domain of Oregon Statewide Student Progress Record; and 6) dissemination of project activities through the Oregon-MR-DD network as well as relevant national journals.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, multiple handicapped.

Ages: 13-19.

PROJECT STAFF:

Administration: Dr. G. Thomas Bellamy, PI; Heidi Rose, CO; Darla Wilson, CO

Contact Person: Heidi Rose, (503) 686-5311

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>0.50</u>	Instructional Support Specialist	<u>1</u>	<u>0.25</u>	Evaluator
<u>1</u>	<u>0.50</u>	Instrument Specialist	<u>1</u>	<u>1.00</u>	Support Staff
<u>1</u>	<u>1.00</u>	Media Specialist	<u>1</u>	<u>0.50</u>	Designer
<u>2</u>	<u>1.50</u>	Curriculum Specialist	<u>1</u>	<u>0.50</u>	Administration

SERVICE AREA: City.

SERVICE SITES: Regular secondary school, special secondary school.

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
General Program Development (IEP):	<u>X</u>	<u> </u>	<u>X</u>
Direct Instruct./Train. with Client:	<u>X</u>	<u>X</u>	<u>X</u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: None.

Initial Diagnosis/In-Depth Assessment: None.

Ongoing Evaluation/Monitoring Progress: Skill acquisition is measured as part of the total vocational skills curriculum.

BASIC DESIGN FOR PROGRAM EVALUATION: Field testing of curriculum packages; advisory committee meetings (every six months).

PROJECT TITLE: Model Project for Deaf-Blind Youth 13-21

TYPE OF PROGRAM: SNP

FUNDING YEAR: 2nd

OPERATIONAL BASE: Teaching Research Special Education Department
(higher education agency), Monmouth, OR.

PROJECT ABSTRACT: The intent of this project is three-fold. The first goal is to demonstrate that deaf-blind youth can be educated in the classrooms which are not solely set up for the education of deaf-blind children. The project intends to demonstrate that a teacher of the severely handicapped can in fact accept into the classroom two or three deaf-blind youth and provide an optimal educational environment for them. Since demonstrating this fact is only half the task, the project will design an inservice training approach for training teachers in this model of educating severely handicapped/deaf-blind youth. The movement away from a segregated classroom established solely for deaf-blind children is consistent with the least restrictive alternative mandated by PL 94-142.

The Parent Training Clinic will serve as a programming resource to parents (natural or foster), classroom teacher and group home staff. Parent Training Clinic staff will provide programming and training in areas of remediation of inappropriate behaviors, in either the home or school environment, in addition to skill development programs. They may also serve as a resource to assist in the coordination of a consistent programming effort between home and school.

Secondly, it is the intent of this project to design and field test an upper level curriculum specifically designed for deaf-blind youth. The curricular items will be initially developed within the severely handicapped/deaf-blind classroom at Teaching Research and then will be extensively field tested with the deaf-blind population in Oregon and Alaska.

Thirdly, this project speaks directly to a major area of concern in the education of deaf-blind youth -- prevocational training. This training area can be considered as a major step for all deaf-blind youth towards the development of his/her potential and eventual independent living.

CHARACTERISTICS OF POPULATION SERVED:

Disability Types: Moderate to severe, deaf-blind.

Ages: 13-21.

PROJECT STAFF:

Administration: David Templeman, PI, CO

Contact Person: David Templeman, (503) 838-1220

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>1</u>	<u>0.50</u>	Teacher/Instruct. Staff for <u>Children</u>	<u>1</u>	<u>1.00</u>	Support Staff
<u>3</u>	<u>2.00</u>	Teacher/Instruct. Staff for <u>Staff</u>	<u>1</u>	<u>1.00</u>	Curriculum Coordinator
<u>1</u>	<u>0.10</u>	Teacher/Instruct. Staff for <u>Parents</u>			

179

S-029

SERVICE AREAS: Major city, city, small town, rural; 6 school districts, 5 counties, 15 schools/service facilities.

SERVICE SITES: Regular secondary school, regular higher education school, residential facility, special center (non-school), clients' residences (private homes).

SERVICES FOR CHILDREN/YOUTH: These headings indicate services provided directly by project staff, by people trained (at least in part) by staff, or by other person(s)/agency outside project staff.

	<u>Staff</u>	<u>Trained By Staff</u>	<u>Other</u>
Screening/Child-Find:	<u> </u>	<u> </u>	<u> X </u>
Referral to Appropriate Program:	<u> X </u>	<u> X </u>	<u> X </u>
General Program Development (IEP):	<u> X </u>	<u> X </u>	<u> </u>
Instruction/Therapy Plan Dev. (IIP):	<u> X </u>	<u> X </u>	<u> X </u>
Direct Instruct./Train. with Client:	<u> </u>	<u> X </u>	<u> X </u>
Direct Therapy with Client:	<u> </u>	<u> X </u>	<u> X </u>
Ongoing Eval. of Client Progress:	<u> </u>	<u> X </u>	<u> X </u>
Family Training/Counseling/Therapy:	<u> X </u>	<u> X </u>	<u> </u>

EVALUATION PROCEDURES:

Initial Screening or Child-Find: Those deaf-blind children participating in the program in the states of Alaska, Utah and Oregon are contained in the state's VI-C Deaf-Blind Registry.

Initial Diagnosis/In-Depth Assessment: The diagnosis and/or assessment instruments vary over project sites. These include the use of the Teaching Research Curriculum, Camelot Behavior Checklist, Callier-Azusa, and teacher-made material.

Ongoing Evaluation/Monitoring Progress: Trial-by-trial data for each student enrolled in a specific program, group data on selected children; teacher-made checklists (weekly/monthly); (Student Progress Record/Oregon) two times per year. The tests and data collected vary across project sites.

BASIC DESIGN FOR PROGRAM EVALUATION: Most of the evaluation for the overall effectiveness of the project is based on child or student data. Programs completed by the child under the development of the curriculum and daily to weekly data on programs completed in the T.R. classroom and group home are recorded and reported. All data are reviewed weekly/monthly/or quarterly.

Learning Disabilities Research Institutes

PROJECT TITLE: The Chicago Institute for Learning Disabilities

TYPE OF PROGRAM: LDRI

FUNDING YEAR: 3rd

AGE RANGE OF POPULATION SERVED: 6-12.

PROJECT ABSTRACT: The Chicago Institute for Learning Disabilities is engaged in a research program based on a perspective which emphasizes the reciprocal relationship between characteristics of the child, the school and the family. The Institute's target population is comprised of kindergarten and elementary school aged children from urban suburban, public and private schools.

The Institute is organized into four core research programs. One program is focused on learning disabled children's attributions about success and failure, and their social-language competence as they interact with peers, teachers and parents. A second research program is focused on LD children's nonverbal behaviors, ingratiation strategies and others' attributions toward them. The third research program is involved with the oral reading and reading comprehension of LD children; while the fourth program is concerned with learning and memory of LD children.

The Institute's programmatic research is designed to shift into studies of intervention and generalization as each program generates significant findings about LD children. To date, intervention research is underway on LD children's responses to success and failure, listener skills, and oral reading and reading comprehension.

The Institute is concerned with training and dissemination. These goals are achieved through the inclusion in the program of postdoctoral fellows and research assistants who plan to continue graduate studies, and through presentations at teacher's meetings, workshops and professional conferences. Dissemination is also achieved through publications of articles and chapters, and a newsletter which includes a list of the reports available for distribution.

SERVICE SITES: Regular elementary school, special elementary school.

PROJECT STAFF:

Administration: Dr. Tanis Bryan, PI, CO

Contact Person: Dr. Tanis Bryan, (312) 996-4948

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
4	4.50	Professors	1	1.00	Postdoctoral fellow
14	2.50	Research Assistant	2	2.00	Support Staff

BASIC DESIGN FOR PROGRAM EVALUATION: Since this is a research institute, the basis for program evaluation consists of the quantity and quality of the research produced by core programs, the dissemination of these results to professional and parent groups, the acceptance of these works for publication in journals and books, and the implication of the findings for the field of learning disabilities.

PROJECT TITLE: University of Kansas Institute for Research in Learning Disabilities

TYPE OF PROGRAM: LDRI

FUNDING YEAR: 3rd

AGE RANGE OF POPULATION SERVED: 13-25.

PROJECT ABSTRACT: The Kansas Institute, a joint research effort involving the Department of Special Education and the Bureau of Child Research, has specified the learning disabled adolescent and young adult as the target population. The Institute is committed to the development of a comprehensive epidemiology data base as a strategy for describing learning disabilities as a behavioral set among adolescents. Such a description will serve as a basis for the design and validation of intervention and support systems that enhance the adolescent's performance in school, home, community, and employment settings. The major responsibility of the Institute is to develop effective means of identifying populations at the secondary level and to construct interventions that will have an effect upon school performance and life adjustment. Specific goals include: 1) The substantiation of the impact of childhood learning disabilities on adolescent and adult adjustment; 2) the development of validated criteria which identify LD adolescents and young adults in school and non-school settings; 3) the development and validation of interventions that are sufficiently powerful to lessen, remediate, or compensate for the effect of learning disabilities on the life performance of LD individuals; 4) The development of optimal school and non-school support systems that maximize the performance of adolescents and young adults. Much of the research of the Kansas Institute is conducted in school settings; however, several areas of research have been designed to study the problems of LD adolescents and young adults in non-school settings, such as employment, the juvenile justice system and the military.

SERVICE SITES: Regular secondary school, regular vocational school, residential facility, special center (non-school), military.

PROJECT STAFF:

Administration: Dr. Edward L. Meyen, PI; Dr. Richard L. Schiefelbusch, PI;
Dr. Donald D. Deshler, CO

Contact Person: Dr. Donald D. Deshler, (913) 864-4780

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>3</u>	<u>0.50</u>	Research Associates	<u>2</u>	<u>0.75</u>	Research Assistants
<u>1</u>	<u>1.00</u>	Associate Coordinator	<u>27</u>	<u>0.50</u>	Research Assistants
<u>1</u>	<u>1.00</u>	Research Scientist			

BASIC DESIGN FOR PROGRAM EVALUATION: Each study being conducted in the Institute uses instruments and/or tests appropriate to the nature of the study. Details of the procedures for individual studies are available.

PROJECT TITLE: University of Minnesota Institute for Research on Learning Disabilities

TYPE OF PROGRAM: LDRI

FUNDING YEAR: 3rd

AGE RANGE OF POPULATION SERVED: 5-12.

PROJECT ABSTRACT: Assessment and decision procedures for learning disabled youngsters are the focus of research being conducted at the University of Minnesota's Institute for Research on Learning Disabilities. Researchers are working with elementary students and school personnel and are designing and testing alternative assessment and decision-making models. Efforts are being focused on the process and content of assessment in five kinds of decisions made for LD youngsters: 1) screening/referral, 2) identification/classification, 3) placement/intervention, 4) classroom progress evaluation, and 5) program evaluation.

SERVICE SITES: Regular elementary school, special elementary school.

PROJECT STAFF:

Administration: Dr. James E. Ysseldyke, PI; Dr. Phyllis K. Mirki. CO

Contact Person: Martha L. Thurlow, (612) 376-2666

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>17</u>	<u>9.00</u>	Research Associates	<u>2</u>	<u>2.00</u>	Support Staff
<u>2</u>	<u>2.00</u>	Postdoctoral Fellows	<u>1</u>	<u>0.25</u>	School Liaison
<u>7</u>	<u>3.50</u>	Psychometricians	<u>1</u>	<u>0.50</u>	Community Assistant

**PROJECT TITLE: The Institute for the Study of Learning Disabilities
Teachers College, Columbia University**

TYPE OF PROGRAM: LDRI

FUNDING YEAR: 3rd

AGE RANGE OF POPULATION SERVED: 5-13.

PROJECT ABSTRACT: The Institute for the Study of Learning Disabilities at Teachers College, Columbia University, is predicated on the assumption that many of the problems exhibited by learning disabled children arise because of difficulties they manifest in information-processing. The overall goals of the Institute are to investigate the nature of such information-processing difficulties and, on the basis of the findings of these investigations, to develop effective and efficient instruction for children with learning disabilities. The Institute is composed of five independent task forces that focus on specific academic skill areas fundamental to the school curriculum and particularly problematic in the development of the LD child: basic reading and spelling, strategy deficits in reading comprehension, text and reader interaction, reading comprehension, arithmetic, and study skills. All of the task forces are dedicated to the identification of specific disabilities in these skill areas and to the development of effective remedial instruction.

SERVICE SITES: Regular elementary school, special elementary school, special center (non-school).

PROJECT STAFF:

Administration: Dr. N. Dale Bryant, PI; Dr. Jeannette E. Fleischer, PI;
Dr. Walter MacGinitie, PI; Dr. Margaret Jo Shepherd, PI;
Dr. Joanna P. Williams, PI

Contact Person: Dr. Frances P. Connor, (212) 678-3860/678-3104

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>3</u>	<u>2.50</u>	Research Associates	<u>10</u>	<u>5.00</u>	Research Associates
<u>23</u>	<u>2.50</u>	Experimental Teachers	<u>1</u>	<u>1.00</u>	Support Staff
<u>1</u>	<u>0.50</u>	Administration Assistant			

BASIC DESIGN FOR PROGRAM EVALUATION: The results of individual studies conducted by each task force contribute to the overall Institute objectives. Basic studies on processes and strategies underlying the performance of LD and normal children have been performed, the results of which serve as the foundation for the design of other studies more directly instructional in focus. The effectiveness of these latter studies has been determined by the use of pre- and post-criterion-referenced tests. In addition, questionnaires were filled out by teachers who had administered the tests in the Basic Reading and Spelling Task Force.

PROJECT TITLE: University of Virginia Learning Disabilities Research Institute

TYPE OF PROGRAM: LDRI

FUNDING YEAR: 3rd

AGE RANGE OF POPULATION SERVED: 6-12.

PROJECT ABSTRACT: The University of Virginia Learning Disabilities Research Institute (LDRI) is one of five institutes funded by the Office of Education and Rehabilitative Services which have been contracted to address major research issues relating to the education of learning disabled children. The focus of the University of Virginia LDRI is to determine efficacious educational procedures for enhancing the academic and social competence of learning disabled children with attentional problems. The rationale for focusing on attentional problems is that in the past few years a wealth of evidence has accumulated indicating that a major problem manifested by many learning disabled children can be subsumed under the general rubric of attentional problems.

Through the general cooperation of the Albemarle County and Charlottesville Public Schools, researchers from the Virginia LDRI are addressing critical educational questions within the laboratory, classroom and home. In particular, interdisciplinary teams of researchers (from the departments of special education, developmental psychology, school psychology, and pediatrics) are using a combination of group and applied behavioral research designs to evaluate the effects of classroom and home interventions on the academic and social behavior of learning disabled children within the general age range from 6 to 12 years. In addition to the general research aims of the LDRI, a variety of additional research endeavors are underway: 1) the analysis of classroom interactions of learning disabled children and their teachers, 2) the relationship of meta-cognitive abilities to academic achievement 3) the efficacy of various problem-solving training strategies, and 4) the relationship between attentional problems and a variety of other behavioral characteristics.

SERVICE SITES: Regular elementary school, LDRI.

PROJECT STAFF:

Administration: Dr. Daniel P. Hallahan, PI, PD, CO;
Dr. Rebecca Dailey Kneedler, Associate Director

Contact Person: Dr. Daniel P. Hallahan, (804) 924-3705

Other Staff: Number of people in position and full-time equivalent (FTE) are indicated.

<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>	<u>No.</u>	<u>FTE</u>	<u>Position/Title</u>
<u>2</u>	<u>0.35</u>	Associate Professors	<u>2</u>	<u>0.60</u>	Professors
<u>3</u>	<u>2.75</u>	Assistant Professors	<u>4</u>	<u>4.00</u>	Aides/Interns
<u>11</u>	<u>5.50</u>	Graduate Assistants	<u>4</u>	<u>4.00</u>	Teachers

BASIC DESIGN FOR PROGRAM EVALUATION: In addition to the analyses which are being conducted in each study to evaluate the effectiveness of various research procedures, the performance of the children in our project classrooms is being evaluated through pre-post comparisons with control subjects using achievement data, experimental measures, and observational data.

Product Guide

One of the major components of program development is dissemination, which is in large part accomplished by the dispersion of products developed by the HCMP and SNP projects and the Learning Disabilities Research Institutes. These products include brochures, newsletters, directories, catalogs, assessment/evaluation instruments, training guides, curricula, literature reviews, and technical and research reports. Formats utilized include both print and audio/visual.

Product titles are listed. To the left of the title appears the project code number, descriptor, and a symbol which indicates print or audio/visual format.



= print material



= audio/visual material

Only products which are currently available are included in the Product Guide. To request a product, use the project code number to locate mailing information in the Addresses section.

Handicapped Children's Model Programs

Project Code
Product Description

Product Title

H-002

Curriculum



CAREER AWARENESS

Training Guide



GOALS AND OBJECTIVES MANUAL

H-005

Brochure



COLORADO WILDERNESS TRAILS

Training Guide



HANDBOOK ON THE IEP YOUTH

H-006

Brochure



PRIDE PROJECT BROCHURE

H-008

Training Guide



CDS SERVICES MANUAL

Training Guide



ADMINISTRATION PROCEDURES MANUAL FOR
SEVERE/PROFOUND EDUCATION

Directory/Catalog



RESOURCE MANUAL
Applicable in Idaho only

Training Guide/
Curriculum



WORKSHOP FOR SPECIAL EDUCATION AIDES

H-010

Assessment/Evaluation
Instrument



THE TOTAL COMMUNICATION CHECKLIST
AND ASSESSMENT

H-012

Directory/Catalog



PARENT'S RESOURCE GUIDE

Newsletter



DETROIT'S ADAPTIVE PHYSICAL EDUCATION
CONSORTIUM PROJECT NEWSLETTER

Brochure



DETROIT'S ADAPTIVE PHYSICAL EDUCATION
CONSORTIUM PROJECT BROCHURE

H-013

Brochure



OUT OF SCHOOL YOUTH

Manual



TECHNIQUES OF STUDENT/FAMILY CONTACT
MANUAL

H-014

Parent Program



PARENT/TEACHER INVOLVEMENT AND THE
INDIVIDUAL EDUCATION PROGRAM: A PARENT
WORKSHOP

Bibliography



PARENT CENTER BIBLIOGRAPHY

H-017

Training Guide



INSERVICE WORKSHOP MATERIAL

Report



INTERIM PROGRESS REPORT

H-018

General



DATAGRAM

H-019

Brochure



MAINSTREAMING PROGRAM FOR SECONDARY
STUDENTS WITH LEARNING AND BEHAVIOR
PROBLEMS

General



SURVIVAL SKILLS

H-022

Student Data Delivery System



LEARNER PROFILE

General



YES, YOU CAN HANDBOOK

Assessment/Evaluation
Instrument



LEARNING STYLE SURVEY

190

Assessment/Evaluation
Instrument



STUDENT OCCUPATIONAL INTEREST SURVEY

Assessment/Evaluation
Instrument



VOCATIONAL PLANNING GUIDE

Assessment/Evaluation
Instrument



WORKER ADJUSTMENTS SURVEY

Listing of Available KEYE
Workshops



KEYENOTES

H-025

Brochure



CAREER EDUCATION THROUGH ACTION
LEARNING (CEAL) PROJECT BROCHURE

H-026

Curriculum



CURRICULUM/PROGRAM BIBLIOGRAPHY

H-041

Assessment/Evaluation
Instrument

AUTISM SCREENING EVALUATION



H-042

Article

MAINSTREAMING EXCEPTIONAL CHILDREN:
SOME INSTRUCTIONAL DESIGN AND
IMPLEMENTATION CONSIDERATIONS



H-048

Assessment/Evaluation
Instrument

VERMONT BASIC COMPETENCIES



Special Needs Programs

Project Code
Product Description

Product Title

S-003

Book for Children



LEARNING TOGETHER

Training Guide



**MANAGING BEHAVIORS OF AUTISTIC AND
SERIOUSLY EMOTIONALLY DISTURBED
CHILDREN**

Curriculum



**ADAPTED PHYSICAL EDUCATION FOR THE
SEVERELY HANDICAPPED**

S-004

Training Guide



**SMALL GROUP INSTRUCTION WITH MODERATELY
AND SEVERELY HANDICAPPED**

Training Guide/Curriculum



**INTERACTIVE INDIVIDUALIZED INSTRUCTION
WITH SMALL GROUPS OF SEVERELY
HANDICAPPED STUDENTS**

**Assessment/Evaluation
Instrument**



LIVING ENVIRONMENT NEEDS INVENTORY
Draft only

Curriculum



LIVING ENVIRONMENT CARRYOVER PACKETS
Draft only

**Assessment/Evaluation
Instrument**



STAFF TIME ACCOUNTING SYSTEM
Draft only

General



**ISSUES IN PROVIDING QUALITY EDUCATIONAL
SERVICES TO LOW INCIDENCE POPULATIONS**

S-008

Training Guide



**PROGRAMMING FOR SEVERELY/PROFOUNDLY
HANDICAPPED INDIVIDUALS**
Training module for ICF/MR surveyors

S-017

Catalog



LISTING OF MATERIALS IN SPH

Directory/Catalog



MINIMAL NEEDS FOR SPH CLASSROOM

Overview



PROJECT SPICY OVERVIEW

Training Guide



TECHNIQUES OF PARENT TRAINING

Training Guide



TECHNIQUES OF CHILD/STAFF TRAINING

Procedure



USE OF PARENTS AS PARENT TRAINERS

**Assessment/Programming
Instrument**



PRELANGUAGE COMMUNICATION

Brochure



PROJECT SPICY BROCHURE

General



PARENT INVOLVEMENT

Newsletter



PROJECT SPICY NEWSLETTER

Report



PROJECT SPICY ANNUAL REPORT

S-018

Assessment/Evaluation
Instrument



IEP FORMS

Parent Training Brochure



WHAT TO KNOW BEFORE YOU GO
(Re: IEP)

Parent Training Brochure



YOU AND ONE FOUR TWO
(Re: PL 94-142)

S-019

Assessment/Evaluation
Instrument



DEVELOPMENTAL ACHIEVEMENT WHEEL

Assessment/Evaluation
Instrument



SCREENING MANUAL

Training Guide



ADAPTIVE EQUIPMENT

Training Guide



MOVING AND TRANSFERRING SEATING

Training Guide



MAKING MEALTIME MANAGEABLE

Training Guide



**PREVENTIVE PLANNING FOR BEHAVIOR
CONTROL**

S-022

Curriculum



**CURRICULAR STRATEGIES FOR DEVELOPING
LONGITUDINAL INTERACTIONS BETWEEN
SEVERELY HANDICAPPED STUDENTS AND
OTHERS AND CURRICULAR STRATEGIES
FOR TEACHING SEVERELY HANDICAPPED
STUDENTS TO ACQUIRE AND PERFORM
SKILLS IN RESPONSE TO NATURALLY
OCCURRING CUES AND CORRECTION
PROCEDURES
(Volume VIII, Part 1)**

Curriculum



**SEX EDUCATION AND RELATED HOME AND
COMMUNITY FUNCTIONING SKILL PROGRAMS
FOR SEVERELY HANDICAPPED STUDENTS:
TOWARD APPROPRIATE FUNCTIONING IN
LESS RESTRICTIVE ENVIRONMENTS
(Volume VIII, Part 2)**

Curriculum



**STRATEGIES FOR TEACHING CHRONOLOGICAL
AGE APPROPRIATE FUNCTIONAL SKILLS TO
ADOLESCENT AND YOUNG ADULT SEVERELY
HANDICAPPED STUDENTS
(Volume IX)**

S-027

Report



BRIAAC PILOT STUDY REPORT

Report



**DEAF-BLIND COMMUNICATION ABILITIES
PROJECT ANNUAL REPORT**

S-028

Directory/Catalog



VOCATIONAL RESOURCE BOOK

Learning Disabilities Research Institutes

Project Code ^a
Product Description

Product Title

L-001

Papers



FEMALE ADULTS' IMMEDIATE IMPRESSIONS OF LEARNING DISABLED CHILDREN

Paper #3

J.H. Bryan and B. Perlmutter

Journal of Learning Disabilities Quarterly,
in press

NONVERBAL ASPECTS OF COMMUNICATION

Paper #5

J.H. Bryan

Paper presented to the 1979 International
Conference of the Association for Children
with Learning Disabilities
San Francisco, CA, 1979

SOCIAL STATUS OF LEARNING DISABLED CHILDREN

Paper #6

J.H. Bryan

Paper presented at the Child Service
Demonstration Center meetings
Albuquerque, NM, December 1978

INGRATIATION, NONVERBAL BEHAVIORS AND BOYS LABELLED LEARNING DISABLED

Paper #7

J.H. Bryan

LEARNING DISABLED BOYS' NONVERBAL BEHAVIORS AND PARENTS' IMMEDIATE IMPRESSIONS

Paper #8

J.H. Bryan, R. Sherman and
A. Fisher

INGRATIATION, NONVERBAL BEHAVIORS AND CHILDREN'S ATTITUDES TOWARD BOYS LABELLED LEARNING DISABLED

Paper #9

J.H. Bryan and R. Sherman

^a All Learning Disabilities Research Institutes have literature reviews available; these may be identified in the Product Guide as monographs, research or technical reports, or literature reviews.

**LEARNING DISABILITIES AND ATTRIBUTIONS:
UPDATE ON SELF-CONCEPT**

Paper #10

T.H. Bryan

Paper presented to the meeting of the Wisconsin
Association for Children with Learning
Disabilities, October 1978

**COMMUNICATION PROBLEMS OF LEARNING
DISABLED CHILDREN**

Paper #11

T.H. Bryan

Bulletin of the Orton Society, XXIX, 1979

**LEARNING DISABLED CHILDREN'S
CLASSROOM BEHAVIORS AND
TEACHER-CHILD INTERACTION**

Paper #12

T.H. Bryan

Journal of Pediatric Psychology, in press

**SOCIAL INTERACTION OF LEARNING DISABLED
CHILDREN**

Paper #13

T.H. Bryan and J.H. Bryan

Learning Disabilities Quarterly, 1978, 1,
1, 33-39

**LINGUISTIC, COGNITIVE AND SOCIAL
ANALYSIS OF LEARNING DISABLED
CHILDREN'S INTERACTION**

Paper #14

T.H. Bryan and S.W. Pflaum

Learning Disabilities Quarterly, 1978, 1,
70-79.

**SYNTACTIC AND PRAGMATIC FEATURES
OF LEARNING DISABLED CHILDREN'S
COMMUNICATION**

Paper #15

T.H. Bryan and M. Donahue

Paper presented to the conference of the
American Educational Research Association
San Francisco, CA, April 1979

COMMUNICATION IN SOCIAL INTERACTION

Paper #16

T.H. Bryan

Paper presented to the Association for
Children with Learning Disabilities
San Francisco, CA, March 1979

**A PRAGMATIC ANALYSIS OF THE LANGUAGE
OF NORMAL AND LEARNING DISABLED
CHILDREN**

Paper #17

M. Donahue and T.H. Bryan

**HESITATION PHENOMENA IN THE SPEECH OF
NORMAL AND LEARNING DISABLED CHILDREN**

Paper #18

M. Donahue

**DO LEARNING DISABLED CHILDREN HAVE A
MEMORY PROBLEM? LOGICAL AND
METHODOLOGICAL CONSIDERATIONS AND
EMPIRICAL RESULTS**

Paper #19

M.S. Humphreys and J. Hall

Paper presented to the 1979 meeting of the
Association for Children with Learning Disabilities
San Francisco, CA, March 1979

**ORAL READING BEHAVIORS OF LEARNING
DISABLED CHILDREN IN TWO
SOCIOECONOMIC GROUPS**

Paper #22

S.W. Pflaum

Paper presented to the American Educational
Research Association
San Francisco, CA, April 1979

**RELATIONSHIPS AMONG ORAL READING,
COMPREHENSION AND READING ACHIEVEMENT
IN LEARNING DISABLED AND NON-DISABLED
ELEMENTARY READERS**

Paper #23

S.W. Pflaum

Paper presented at the International
Reading Association
Atlanta, GA, April 1979

**SOME PERSONAL AND SOCIAL EXPERIENCES
OF LEARNING DISABLED CHILDREN**

Paper #24

T.H. Bryan and J.H. Bryan

In B.K. Keogh (Ed.)

Advances in Special Education,

Greenwich, CT: J.A.I. Press, in press.

**SELF-CONCEPTS AND LOCUS OF CONTROL
OF LEARNING DISABLED CHILDREN**

Paper #25

T.H. Bryan and R. Pearl

Journal of Clinical Child Psychology,
1979, 8, 223-226.

**CLOSE ENCOUNTERS WITH THE DEFINITION
OF LEARNING DISABILITIES**

Paper #26

T.H. Bryan

Paper presented to the North Carolina Association
for Children with Learning Disabilities.
Winston-Salem, North Carolina, February, 1980.

**LEARNING DISABLED CHILDREN'S ATTRIBUTIONS
FOR SUCCESS AND FAILURE**

Paper #28

R. Pearl, J.H. Bryan and M. Donahue

Learning Disabilities Quarterly, in press.

**INDIVIDUAL AND GROUP DIFFERENCES IN
LONG-TERM RETENTION IN RELATION TO
EARLY SCHOOL ACHIEVEMENT**

Paper #32

J. Hall, M.S. Humphreys and K. Wilson

Unpublished manuscript

**INCOMPLETE ENCODING AND SUSCEPTIBILITY
TO INTERFERENCE AMONG CHILDREN WITH
SCHOOL ACHIEVEMENT PROBLEMS**

Paper #33

M.S. Humphreys, J. Hall and K. Wilson

Unpublished Manuscript

DIAGNOSIS OF ORAL READING

Paper #34

S.W. Pflaum

The Reading Teacher, 1979, 33, 278-284.

**THE INFLUENCE OF BLACK ENGLISH
PRONUNCIATION ON DIAGNOSIS OF
READING IN LEARNING DISABLED
AND NORMAL READERS**

Paper #39

Paper presented to AERA, Boston, 1980.

Newsletter



PROJECT CHILD NEWSLETTER

L-002

Research Reports



**AN INVESTIGATION OF THE DEMANDS ON ORAL
LANGUAGE SKILLS OF LEARNING DISABLED
STUDENTS IN SECONDARY CLASSROOMS**

Research Report #1
M.R. Moran, January 1980

**IDENTIFICATION OF LEARNING DISABLED
ADOLESCENTS: A BAYESIAN APPROACH**

Research Report #2
G.R. Alley, D.D. Deshler and
M.M. Warner, January 1980

**IDENTIFICATION DECISION: WHO IS THE
MOST CONSISTENT?**

Research Report #3
G.R. Alley, D.D. Deshler and D.F. Mellard,
January 1980

**DEVELOPMENT AND VALIDATION OF AN
OCCUPATIONAL SKILLS ASSESSMENT
INSTRUMENT**

Research Report #4
R.M. Mathews, P.L. Whang and S.B. Fawcett, January
1980

**BEHAVIORAL ASSESSMENT OF OCCUPATIONAL
SKILLS OF LD ADOLESCENTS**

Research Report #5
R.M. Mathews, P.L. Whang and S.B. Fawcett, January
1980

**BEHAVIORAL ASSESSMENT OF JOB-RELATED
SKILLS: IMPLICATIONS FOR LD YOUNG
ADULTS**

Research Report #6
R.M. Mathews, P.L. Whang and S.B. Fawcett, January
1980

**FORMAL REASONING ABILITIES OF LD
ADOLESCENTS: IMPLICATIONS FOR
MATHEMATICS INSTRUCTION**

Research Report #7
T. Skrtic, January 1980

**THE REGULAR CLASSROOM INTERACTIONS
OF LD ADOLESCENTS AND THEIR TEACHERS**

Research Report #8
T. Skrtic, January 1980

**THE HOMOGENEITY OF IDENTIFICATION
DECISIONS BY DIFFERENT GROUPS ON
LD ADOLESCENTS**

Research Report #9

D.D. Deshler, G.R. Alley, D.F. Mellard
and M.M. Warner, January 1980

**RELIABILITY AND VALIDITY OF THE
BAYESIAN IDENTIFICATION
PROCEDURES FOR LD ADOLESCENTS**

Research Report #10

G.R. Alley, D.D. Deshler, D.F. Mellard
and M.M. Warner, January 1980

**A MULTITRAIT, MULTIMETHOD ANALYSIS OF
THE BAYESIAN SCREENING INSTRUMENT
AND TEST BATTERY FOR LD ADOLESCENTS**

Research Report #11

G.R. Alley, D.D. Deshler, D.F. Mellard
and M.M. Warner, January 1980

**AN EPIDEMIOLOGY STUDY OF LEARNING
DISABLED ADOLESCENTS IN SECONDARY
SCHOOLS: DETAILS OF METHODOLOGY**

Research Report #12

J.B. Schumaker, M.M. Warner,
D.D. Deshler and G.R. Alley,
January 1980

**AN EPIDEMIOLOGY STUDY OF LEARNING
DISABLED ADOLESCENTS IN SECONDARY
SCHOOLS: ACHIEVEMENT AND ABILITY,
SOCIOECONOMIC STATUS AND SCHOOL
EXPERIENCES**

Research Report #13

M.M. Warner, G.R. Alley,
J.B. Schumaker and D.D. Deshler,
January 1980

**AN EPIDEMIOLOGICAL STUDY OF LEARNING
DISABLED ADOLESCENTS IN SECONDARY
SCHOOLS: ACADEMIC SELF-IMAGE AND
ATTRIBUTES**

Research Report #14

D.D. Deshler, J.B. Schumaker,
G.R. Alley, M.M. Warner
and F.L. Clark, January 1980

**AN EPIDEMIOLOGICAL STUDY OF LEARNING
DISABLED ADOLESCENTS IN SECONDARY
SCHOOLS: HEALTH AND MEDICAL ASPECTS**

Research Report #15
G.R. Alley, D.D. Deshler,
M.M. Warner and J.B. Schumacker,
January 1980

**AN EPIDEMIOLOGICAL STUDY OF LEARNING
DISABLED ADOLESCENTS IN SECONDARY
SCHOOLS: BEHAVIORAL AND EMOTIONAL
STATUS FROM THE PERSPECTIVE OF PARENTS
AND TEACHERS**

Research Report #16
G.R. Alley, M.M. Warner,
J.B. Schumaker and D.D. Deshler,
January 1980

**AN EPIDEMIOLOGICAL STUDY OF LEARNING
DISABLED ADOLESCENTS IN SECONDARY
SCHOOLS: RELATIONSHIPS OF FAMILY
FACTORS TO THE CONDITION OF LEARNING
DISABILITIES**

Research Report #17
J.B. Schumaker, D.D. Deshler,
G.R. Alley and M.M. Warner,
January 1980

**AN EPIDEMIOLOGICAL STUDY OF LEARNING
DISABLED ADOLESCENTS IN SECONDARY
SCHOOLS: SOCIAL STATUS, PEER
RELATIONSHIPS, TIME USE AND
ACTIVITIES IN AND OUT OF SCHOOL**

Research Report #18
D.D. Deshler, J.B. Schumaker,
M.M. Warner, G.R. Alley
and F.L. Clark, January 1980

**AN EPIDEMIOLOGICAL STUDY OF LEARNING
DISABLED ADOLESCENTS IN SECONDARY
SCHOOLS: USE OF SUPPORT SYSTEMS IN
AND OUT OF SCHOOL**

Research Report #19
D.D. Deshler, G.R. Alley,
M.M. Warner, J.B. Schumaker
and F.L. Clark, January 1980

**AN EPIDEMIOLOGICAL STUDY OF LEARNING
DISABLED ADOLESCENTS IN SECONDARY
SCHOOLS: CLASSIFICATION AND
DISCRIMINATION OF LEARNING DISABLED
AND LOW ACHIEVING ADULTS**

Research Report #20

M.M. Warner, G.R. Alley,
D.D. Deshler and J.B. Schumaker,
January 1980

**THE CURRENT STATUS OF YOUNG ADULTS
IDENTIFIED AS LEARNING DISABLED DURING
THEIR SCHOOL CAREER**

Research Report #21

W.J. White, J.B. Schumaker,
M.M. Warner, G.R. Alley and
D.D. Deshler, January 1980

**AN OBSERVATIONAL STUDY OF THE ACADEMIC
AND SOCIAL BEHAVIORS OF LEARNING
DISABLED ADOLESCENTS IN THE REGULAR
CLASSROOM**

Research Report #22

J.B. Schumaker, J. Sheldon-Wildgen and
J.A. Sherman, January 1980

**AN APPLICATION OF ATTRIBUTION THEORY
TO DEVELOPING SELF-ESTEEM IN LEARNING
DISABLED ADOLESCENTS**

Research Report #23

N. Tollefson, D.V. Tracy, E.P. Johnsen,
M. Buening, A. Sarmer and C. Barke,
January 1980

**PERFORMANCE OF LEARNING DISABLED HIGH
SCHOOL STUDENTS ON THE ARMED SERVICES
VOCATIONAL APTITUDE BATTERY**

Research Report #24

G.M. Hernden, E.L. Meyen,
G.R. Alley and D.D. Deshler,
January 1980

**ANALYSIS OF COGNITIVE ABILITIES OF
ADOLESCENTS LEARNING DISABLED
SPECIFICALLY IN ARITHMETIC
COMPUTATION**

Research Report #26

E.L. Piper and D.D. Deshler,
January 1980

**A COMPARISON OF LEARNING DISABLED
ADOLESCENTS WITH SPECIFIC ARITHMETIC
AND READING DISABILITIES**

Research Report #27
E.L. Piper and D.D. Deshler,
January 1980

**PARENTAL AND STAFF EXPECTATIONS
FOR THE FUTURE ACHIEVEMENTS OF
LEARNING DISABLED STUDENTS**

Research Report #28
H.K. Sinning, F.G. Hudson
and D.D. Deshler

Monographs



**STUDYING THE LEARNING DISABLED
ADOLESCENT THROUGH EPIDEMIOLOGICAL
AND INTERVENTION RESEARCH TACTICS**

Monograph #1
R. Altman, January 1980

**AN APPROACH FOR THE DESIGN AND
IMPLEMENTATION OF NONACADEMIC
INTERVENTIONS WITH LD ADOLESCENTS**

Monograph #2
R. Altman, January 1980

**A MODEL FOR CONDUCTING RESEARCH
WITH LEARNING DISABLED ADOLESCENTS
AND YOUNG ADULTS**

Monograph #3
E.L. Meyen, R.L. Schiefelbusch,
D. D. Deshler, G.L. Alley,
J.B. Schumaker and F.L. Clark,
January 1980

**INSTRUCTIONAL PRACTICES THAT PROMOTE
ACQUISITION AND GENERALIZATION OF
SKILLS BY LEARNING DISABLED ADOLESCENTS**

Monograph #4
D.D. Deshler, G.L. Alley,
M.M. Warner and J.B. Schumaker,
January 1980

**ASSUMPTIONS AND STRATEGIES FOR
CONDUCTING RESEARCH WITH LEARNING
DISABLED ADOLESCENTS AND YOUNG ADULTS**

Monograph #5
E.L. Meyen, R.L. Schiefelbusch,
D.D. Deshler, G.L. Alley,
M.R. Moran and F.L. Clark, January 1980

**A RESEARCH STRATEGY FOR STUDYING
LEARNING DISABLED ADOLESCENTS AND
YOUNG ADULTS**

Monograph #6

G.L. Alley, M.M. Warner and

D.D. Deshler, January 1980

**CAREER PREPARATION FOR HANDICAPPED
ADOLESCENTS: A MATTER OF APPROPRIATE
EDUCATION**

Monograph #7

G.M. Clark, January 1980

**A RESPONSE TO EVOLVING PRACTICE IN
ASSESSMENT AND INTERVENTION FOR
MILDLY HANDICAPPED ADOLESCENTS**

Monograph #8

E.L. Meyen and D.H. Lehr,

January 1980

**RESEARCH APPROACHES TO STUDYING THE
LINK BETWEEN LEARNING DISABILITIES
AND JUVENILE DELINQUENCY**

Monograph #9

J.S. Hazel, J.B. Schumaker

and D.D. Deshler, January 1980

Newsletter



**THE UNIVERSITY OF KANSAS INSTITUTE
FOR RESEARCH IN LEARNING DISABILITIES
NEWSLETTER**

L-003

Research Reports



**ASSESSING THE LEARNING DISABLED
YOUNGSTER: THE STATE OF THE ART**

Research Report #1

J.E. Ysseldyke, November 1977

SUSCEPTIBILITY TO STEREOTYPIC BIAS

Research Report #3

G. Foster, B. Algozzine and J.E. Ysseldyke,
March 1979

**AN ANALYSIS OF DISTURBINGNESS AND
ACCEPTABILITY OF BEHAVIORS AS A
FUNCTION OF DIAGNOSTIC LABELS**

Research Report #4

B. Algozzine, March 1979

**DIAGNOSTIC TESTING IN MATHEMATICS:
AN EXTENSION OF THE PIAT**

Research Report #5

B. Algozzine and K. McGraw, March 1979

**A DIRECT OBSERVATIONAL APPROACH TO
MEASURING CLASSROOM BEHAVIOR:
PROCEDURES AND APPLICATIONS**

Research Report #6

S.L. Deno, April 1979

**TOWARD DEFINING DISCREPANCIES FOR
SPECIFIC LEARNING DISABILITIES: AN
ANALYSIS AND ALTERNATIVES**

Research Report #7

B. Algozzine, C. Forgnone, C.D. Mercer
and J.J. Trifiletti, June 1979

**THE DISTURBING CHILD: A VALIDATION
REPORT**

Research Report #8

B. Algozzine, June 1979

**TECHNICAL ADEQUACY OF TESTS USED BY
PROFESSIONALS IN SIMULATED DECISION
MAKING**

Research Report #9

J.E. Ysseldyke, B. Algozzine, R.R. Regan
and M. Potter, July 1979

**FORMATIVE EVALUATION IN THE CLASSROOM:
AN APPROACH TO IMPROVING INSTRUCTION**

Research Report #10

P.K. Mirken and S.L. Deno, August 1979

**CURRENT ASSESSMENT AND DECISION MAKING
OF PRACTICES IN MODEL PROGRESS FOR THE
LEARNING DISABLED**

Research Report #11

M.L. Thurlow and J.E. Ysseldyke, August 1979

**EXPERIMENTAL ANALYSIS OF PROGRAM
COMPONENTS: AN APPROACH TO
RESEARCH IN CSDCs**

Research Report #12

S.L. Deno, B. Chiang, G. Tindal and
M. Blackburn, August 1979

**SIMILARITIES AND DIFFERENCES BETWEEN
UNDERACHIEVERS AND STUDENTS LABELED
LEARNING DISABLED: IDENTICAL TWINS
WITH DIFFERENT MOTHERS**

Research Report #13

J.E. Ysseldyke, B. Algozzine, M. Shinn
and M. McGue, September 1979

**CURRENT ASSESSMENT AND DECISION-
MAKING PRACTICES IN SCHOOL SETTINGS
AS REPORTED BY DIRECTORS OF SPECIAL
EDUCATION**

Research Report #14

S.F. Poland, J.E. Ysseldyke, M.L. Thurlow
and P.K. Mirkin, November 1979

**VALIDITY OF THE WOODCOCK-JOHNSON
PSYCHOEDUCATIONAL BATTERY WITH
LEARNING DISABLED STUDENTS**

Research Report #15

M. McGue, M. Shinn and J.E. Ysseldyke,
November 1979

**WHAT CAN I SAY AFTER I SAY LEARNING
DISABLED?**

Research Report #16

J.H. Sutherland, B. Algozzine and J.E. Ysseldyke,
S. Young, December 1979

**THE INFLUENCE OF TEST SCORES AND
NATURALLY OCCURRING PUPIL
CHARACTERISTICS ON PSYCHOEDUCATIONAL
DECISION MAKING WITH CHILDREN**

Research Report #17

J.E. Ysseldyke, B. Algozzine, R.R. Regan and
M. McGue, December 1979

**DECISION MAKERS' PREDICTION OF STUDENTS'
ACADEMIC DIFFICULTIES AS A FUNCTION OF
REFERRAL INFORMATION**

Research Report #18

B. Algozzine and J.E. Ysseldyke, December 1979

**DIAGNOSTIC CLASSIFICATION DECISIONS AS A
FUNCTION OF REFERRAL INFORMATION**

Research Report #19

J.E. Ysseldyke and B. Algozzine, January 1980

**RELATIONSHIPS AMONG SIMPLE MEASURES
OF READING AND PERFORMANCE ON
STANDARDIZED ACHIEVEMENT TESTS**

Research Report #20

S.L. Deno, P.K. Mirkin, B. Chiang and L. Lowry,
January 1980

**RELATIONSHIPS AMONG SIMPLE MEASURES
OF SPELLING AND PERFORMANCE ON
STANDARDIZED ACHIEVEMENT TESTS**

Research Report #21

S.L. Deno, P.K. Mirkin, L. Lowry
and K. Kuehnle, January 1980

**RELATIONSHIPS AMONG SIMPLE MEASURES OF
WRITTEN EXPRESSION AND PERFORMANCE ON
STANDARDIZED ACHIEVEMENT TESTS**

Research Report #22

S.L. Deno, P.K. Mirkin and D. Marston,
January 1980

**FORMATIVE EVALUATION: CONTINUED
DEVELOPMENT OF DATA UTILIZATION
SYSTEMS**

Research Report #23

P.K. Mirkin, S.L. Deno, G. Tindal
and K. Kuehnle, January 1980

**RELATIONSHIPS AMONG CLASSROOM
OBSERVATIONS OF SOCIAL ADJUSTMENT
AND SOCIOMETRIC RATING SCALES**

Research Report #24

S.L. Deno, P.K. Mirkin, S. Robinson
and P. Evans, January 1980

**FACTORS INFLUENTIAL ON THE
PSYCHOEDUCATIONAL DECISIONS
REACHED BY TEAMS OF EDUCATORS**

Research Report #25

M.L. Thurlow and J.E. Ysseldyke,
February 1980

**DIAGNOSTIC DECISION MAKING IN
INDIVIDUALS SUSCEPTIBLE TO BIASING
INFORMATION PRESENTED IN THE
REFERRAL CASE FOLDER**

Research Report #26

J.E. Ysseldyke and B. Algozzine, March 1980

**PRELIMINARY EVIDENCE ON INFORMATION
CONSIDERED USEFUL IN INSTRUCTIONAL
PLANNING**

Research Report #27

M.L. Thurlow and J.W. Griener, March 1980

**THE USE OF TECHNICALLY ADEQUATE TESTS
IN PSYCHOEDUCATIONAL DECISION MAKING**

Research Report #28

J.E. Ysseldyke, R.R. Regan and S.L. Schwartz
April 1980

**NONDISCIPLINARY ASSESSMENT AND DECISION
MAKING**

Monograph #7

J.E. Ysseldyke and R.R. Regan, February 1979

**PROCEEDINGS OF THE MINNESOTA ROUND-
TABLE CONFERENCE ON ASSESSMENT OF
LEARNING DISABLED CHILDREN**

Monograph #8

J.E. Ysseldyke and P.K. Mirkin, April 1979

**A NEW APPROACH TO THE ASSESSMENT OF
LEARNING DISABILITIES**

Monograph #9

J.P. Somwaru, April 1979

**MEASURING PUPIL PROGRESS TOWARD THE
LEAST RESTRICTIVE ENVIRONMENT**

Monograph #10

J.R. Jenkins, S.L. Deno and P.K. Mirkin,
August 1979

**PERSPECTIVES ON ASSESSMENT OF LEARNING
DISABLED STUDENTS**

Monograph #11

J.E. Ysseldyke and R. Algozzine, October 1979

**BEHAVIORAL PERSPECTIVES ON THE
ASSESSMENT OF LEARNING DISABLED
CHILDREN**

Monograph #12

S. Deno, P.K. Mirkin and M. Shinn,
November 1979

**DATA-BASED IEP DEVELOPMENT: AN
APPROACH TO SUBSTANTIVE COMPLIANCE**

Monograph #13

S.L. Deno and P.K. Mirkin, December 1979

Report



ANNUAL REPORT, 1978-1979

L-004

Training Guide



SAMPLE LD EFFICIENT LESSONS

Phonics: Short e and i, Digraphs oo and ou;

Sight Words: Form A, Form B; Spelling.

Literature Reviews



**EFFECTS OF INSTRUCTIONAL VARIABLES ON
THE LEARNING OF HANDICAPPED AND
NON-HANDICAPPED INDIVIDUALS**

Research Review Series. 1979. Volume I

N.D. Bryant et al.

BASIC READING SKILLS

Research Review Series. 1979. Volume II

N.D. Bryant, P. Peister, S. Bryant, H. Fayne
and K. Pierce

SPELLING

Research Review Series. 1979. Volume III

M. Stanbach

**ARITHMETIC LEARNING DISABILITIES:
A LITERATURE REVIEW**

Research Review Series. 1979. Volume IV

J. Fleishner and K. Garnett

READING COMPREHENSION I

Research Review Series. 1979. Volume V

M.B. Taylor

Newsletter



**TEACHERS COLLEGE, COLUMBIA UNIVERSITY
RESEARCH INSTITUTE FOR THE STUDY OF
LEARNING DISABILITIES NEWSLETTER**

L-005

Technical Reports



SELECTIVE ATTENTION AND DISTRACTIBILITY

Technical Report #1

D.P. Hallahan and R.E. Reeve

In B.K. Keogh (Eds.)

Advances in Special Education, Vol. 1

Greenwich, CT: JAI Press, 1980

**A COMPARISON OF THE RELIABILITY AND
VALIDITY OF THE STANDARD MFF AND THE
MFF20 WITH LEARNING DISABLED CHILDREN**

Technical Report #2

A.B. Loper and D.P. Hallahan

Journal of Abnormal Child Psychology, in press.

**AN INFORMATION-PROCESSING APPROACH TO
THE STUDY OF EXCEPTIONAL CHILDREN**

Technical Report #3

R.J. Hall

In B.K. Keogh (Ed.)

Advances in Special Education, Vol. 2

Greenwich, CT: JAI Press, 1980

**THE EFFECT OF REINFORCEMENT FOR
GLOBAL OR ANALYTIC STRATEGIES ON
THE PERFORMANCE OF REFLECTIVE AND
IMPULSIVE CHILDREN**

Technical Report #4

A.B. Loper, D.P. Hallahan and

J.D. McKinney

**THE EFFECTS OF SELF-INSTRUCTION AND
SELF-CORRECTION PROCEDURES ON
HANDWRITING PERFORMANCE**

Technical Report #5

M.M. Kosiewicz, D.P. Hallahan,

J. Lloyd and A.W. Graves

**THE WOODCOCK-JOHNSON TESTS OF COGNITIVE
ABILITY, CONCURRENT VALIDITY WITH THE
WISC-R**

Technical Report #7

R.E. Reeve, R.J. Hall and

R.S. Zakreski

Learning Disabilities Quarterly, 1979, 2,

pp. 63-69.

**THE EFFECT OF REINFORCEMENT AND VERBAL
REHEARSAL ON SELECTIVE ATTENTION IN
LEARNING DISABLED CHILDREN**

Technical Report #8

M.M. Dawson, D.P. Hallahan, R.E. Reeve,
and D.W. Ball

Journal of Abnormal Child Psychology, in press.

**THE EFFECT OF VERBAL REHEARSAL AND
REINFORCEMENT ON SELECTIVE ATTENTION
PERFORMANCE**

Technical Report #9

D.P. Hallahan, R.D. Kneedler, J.M. Coleman, A.B. Loper,
and A.W. Graves

**SELF-MONITORING OF ATTENTION AS A
TREATMENT FOR A LEARNING DISABLED
BOY'S OFF-TASK BEHAVIOR**

Technical Report #10

D.P. Hallahan, J. Lloyd, M.M. Kosiewicz,
J.M. Kauffman and A.W. Graves

Learning Disability Quarterly, 1979, 2 (3), pp. 24-32

**A COMPARISON OF DIFFERENT STATISTICAL
PROCEDURES FOR DETERMINING THE
RELATIONSHIP BETWEEN COGNITIVE TEMPO
AND READING ACHIEVEMENT**

Technical Report #11

A.B. Loper and D.P. Hallahan

Journal of General Psychology, in press.

**THE RELATIONSHIP OF MENTAL AGE AND
CHRONOLOGICAL AGE TO ACADEMIC BEHAVIOR
IN LEARNING DISABLED CHILDREN**

Technical Report #12

A.B. Loper, D.P. Hallahan and
J. Lloyd

**A COMPARISON OF THE EFFECTS OF SELF-
RECORDING AND SELF-ASSESSMENT ON THE
ON-TASK BEHAVIOR AND ACADEMIC
PRODUCTIVITY OF A LEARNING DISABLED BOY**

Technical Report #13

D.P. Hallahan, J. Lloyd, M.M. Kosiewicz,
and R.D. Kneedler

**PIAGETIAN TASK PERFORMANCE OF LEARNING
DISABLED CHILDREN**

Technical Report #14

K.E. Andersson, H.C. Richards, and
D.P. Hallahan

**EFFECTS OF RESPONSE COST CONTINGENCIES
ON THUMBSUCKING AND RELATED BEHAVIORS
IN THE CLASSROOM**

Technical Report #15

J. Lloyd, J.M. Kauffman, and A.D. Weygant

PARENTS AND FAMILIES

Technical Report #16

L. Stanhope and R.Q. Bell

In J.M. Kauffman and D.P. Hallahan (Eds.)

Handbook of Special Education, in press.

**COGNITIVE TRAINING TO CHANGE SOCIAL
BEHAVIORS**

Technical Report #17

R.D. Kneedler

Exceptional Education Quarterly, 1980, 1, 65-74

**COGNITIVE BEHAVIOR MODIFICATION AND
INFORMATION-PROCESSING SKILLS OF
EXCEPTIONAL CHILDREN**

Technical Report #18

R.J. Hall

Exceptional Education Quarterly, 1980, 1, 9-16

**COMPREHENSION MONITORING IN LEARNING
DISABLED CHILDREN**

Technical Report #19

M.E. Kotsonis and C.J. Patterson

**METACOGNITIVE DEVELOPMENT: IMPLICATIONS
FOR COGNITIVE TRAINING OF EXCEPTIONAL
CHILDREN**

Technical Report #20

A.B. Loper

Exceptional Education Quarterly, 1980, 1, 65-74.

Addresses

Contact persons and mailing information are listed in this section, by project code number.

Handicapped Children's Model Programs

- | | |
|---|---|
| <p>H-001 Dr. Herbert D. Thier
Project SELPH
Lawrence Science Center
University of California at Berkeley
Berkeley, CA 94720</p> | <p>H-009 Dave Greenberg
A Data Based Service
Cascade Model for Mildly Handicapped
High School Students
Indianapolis Public Schools
Special Education Department
120 East Walnut Street
Indianapolis, IN 46204</p> |
| <p>H-002 Jean Dancy-Crim
Secondary Handicapped Children's
Model Program
San Juan Unified School District
Special Projects Department
3738 Walnut Avenue
Carmichael, CA 95608</p> | <p>H-010 Lois Waldo
A Comprehensive Communication Curriculum
for the Education of Severely/Multiply
Handicapped School Children
Kansas Neurological Institute
Psychology Department
3107 West 21st Street
Topeka, KS 66604</p> |
| <p>H-003 Dr. Joseph D. Purdy
Junior High School Special Education Project
Fesler Junior High School
1100 East Fesler
Santa Maria, CA 93454</p> | <p>H-011 Irene R. Potosky
Project CAST
Charles County Board of Education
Pomomby Annex
LaPlata, MD 20646</p> |
| <p>H-004 Kristi Bohn-McHugh
Project REACH
San Luis Valley Board of Cooperative Services
22nd and San Juan
Alamosa, CO 81101</p> | <p>H-012 Bruce Elkins
Detroit's Adaptive Physical Education Project
Detroit Public Schools - Room 1022
5057 Woodward Avenue
Detroit, MI 48202</p> |
| <p>H-005 Caroline Hogue
Colorado Wilderness Trails
Colorado Women's College
P O Box 288
Denver, CO 80220</p> | <p>H-013 John Gus Bjorklund
Handicapped Out of School Youth Model Program
St. Paul Public School District 625
Mechanic Arts High School Building
97 E Central
St. Paul, MN 55101</p> |
| <p>H-006 George Culp
Project PRISM
Portland High School
95 High Street
Portland, CT 06480</p> | <p>H-014 Paula Parks
New Mexico Demonstration Program for Parents
Parent Involvement Center
1700 Pennsylvania Avenue
Albuquerque, NM 87110</p> |
| <p>H-007 Ruth Bragman
A Model Program of Arts for the Handicapped
1701 K Street, NW
Suite 801
Washington, D.C. 20006</p> | <p>H-015 Dr. Donald A. Jackson
Social Effectiveness Training Program
Children's Behavioral Services
2655 Valley Road
Reno, NV 89512</p> |
| <p>H-008 Fred Russell
Project REACH
Idaho Department of Education
Division of Special Education
Len B. Jordan Building
650 West State
Boise, ID 83720</p> | |

- H-016** Dr. Irwin Rosenthal
Learning Opportunities Center for Special
Needs Community College Students
Department of Student Services
Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, NY 11235
- H-017** Aaron Schaeffer
Life Adjustment and Employment
Preparation for Special Students
BOCES of Nassau County
The Salisbury Center
Valentine Road and Plains Road
Westbury, NY 11590
- H-018** Vance W. Cotter
Project DATA
Nisonger Center
1580 Cannon Drive
Columbus, OH 43210
- H-019** Margaret J. Adelman
Mainstreaming Program for Secondary Students
with Learning and Behavioral Problems
Delaware County Intermediate Unit #25
State Building
6th and Oliver Street
Media, PA 19063
- H-020** Dr. John Abbott
Model Behavior Shaping Resource Unit
School District of Philadelphia
Division of Special Education
Stevens Administrative Center - 1st Floor
13th & Spring Garden Streets
Philadelphia, PA 19123
- H-021** Steve Morriss
Project SEED
Dallas Independent School District
Special Education
3700 Ross Avenue
Dallas, TX 75204
- H-022** Grace England
Project KEYE
Klein Independent School District
Resource Service Department
7200 Spring-Cyprus Road
Spring, TX 77379
- H-023** Margaret Marshall
The Interpreter Tutor Model
Department of Special Education
University of Washington
Seattle, WA 98195
- H-024** Roy Anderson
Rural Service Delivery Model for
School-Aged Handicapped Children
South Central Regional Resource Center
1111 East Dowling Road
Anchorage, AK 99502
- H-025** Barbara L. Semrau
Career Education Through Action Learning
Focus on Children, Inc.
2905 King Street, #7
Jonesboro, AR 72401
- H-026** Dr. Bill Banaghan
Handicapped Education for Life Project
2051 Railroad Avenue
Pittsburg, CA 94565
- H-027** Dr. Melvin S. Cohen
Augmentative Communication Model Program
Loma Linda University Medical Center
Department of Speech and Language Development
University Arts Building - Suite 104
Loma Linda, CA 92350
- H-028** Kathy Kowalski
Project MENCH
700 Font Blvd.
San Francisco, CA 94132
- H-029** Brian Beun
A Sense of Pride
Institutional Development and Economic
Affairs Service, Inc.
Magnolia Star Route
Nederland, CO 80466
- H-030** Dr. Doris E. Hadary
Model Demonstration Program
The American University
Department of Chemistry
Massachusetts and Nebraska Avenues, NW
Washington, D.C. 20016
- H-031** Dr. Arline Loewenstein
Project TOPS
Dade County Public Schools - South Area
9040 SW 79th Avenue
Miami, FL 33156
- H-032** Janet L. Morrison
Project Mainstream
Brockton Public Schools
43 Crescent Street
Brockton, MA 02401
- H-033** Dr. Virginia E. Rezmierski
The Intervention By Prescription Project
University of Michigan - Dearborn
Education Division
4901 Evergreen Road
Dearborn, MI 48128
- H-034** Eric V. Larsson
Winnebago Behavior Analysis Program
Winnebago Public Schools
P O Box KK
Winnebago, NE 68071

H-035 Dr. Rosa A. Hagin
Links in Educating Emotionally Disturbed Children
and Youth
Department of Psychiatry
New York University Medical Center
560 First Avenue
New York, NY 10016

H-036 Dr. Martin B. Miller
Project TIDE
1200 Waters Place
Room B-1077
Bronx, NY 10461

H-037 Philippa Campbell
School-Aged Services Project
Children's Hospital Medical Center of Akron
Division of Rehabilitation
281 Locust Street
Akron, OH 44308

H-038 Nancy L. Cooke
Project INTERACTION
Ohio State University Research Foundation
356 Arps Hall
1945 N High Street
Columbus, OH 43210

H-039 Dr. Hill M. Walker
Social Behavior Survival Program
Center on Human Development
College of Education Room 206
University of Oregon
Eugene, OR 97403

H-040 Dr. Albert Greenwood
A Model Classroom for Neurologically
Impaired Children
Children's Neurological Clinic
2222 NW Lovejoy - Suite 361
Portland, OR 97210

H-041 Dr. David A. Krug
Portland Autistic Youth Project
Portland State University
Special Education Department
P O Box 751
Portland, OR 97207

H-042 Dr. Margaret C. Wang
The Adaptive Learning Environments
Model: A Mainstreaming Program for
Mildly Handicapped Children
Learning Research and Development Center
University of Pittsburgh
Pittsburgh, PA 15261

H-043 Dr. Ruth A. Smith
A Model Program for the Cognitive Education
of Exceptional Children
John F. Kennedy Center
Vanderbilt University
Box 504
Nashville, TN 37205

H-044 Dr. Sid Levy
Program for Prevocational/Vocational
Education for Moderately and
Severely Handicapped Adolescents
George Peabody College for Teachers
of Vanderbilt University
Program for Special Education
P O Box 328
Nashville, TN 37203

H-045 Stephen Conley
A Model Program of Early Education for the
Cerebral Palsied Child in a Rural Setting
Rural CP Project
Drawer G
Washington County Schools
Abingdon, VA 24210

H-046 Dr. Paul Wehman
Richmond Secondary Project
Division of Educational Services
Virginia Commonwealth University
Richmond, VA 23284

H-047 Dr. Bruce Richards
Community Teaching Homes
School for Contemporary Education, Inc.
623 South Pickett Street
Alexandria, VA 22304

H-048 Dr. Martha Knight
A Model Service Demonstration Center
University of Vermont
Special Education Area
453 Waterman Building
Burlington, VT 05401

H-049 Dr. Wilfred D. Wienke
Educational and Vocational Intervention
with Handicapped Incarcerated
College of Human Resources and Education
West Virginia University
Department of Special Education
Morgantown, WV 26506

Special Needs Programs

- | | |
|--|---|
| <p>S-001 Kristine Quinn
A Model Program for Treatment of
Autistic Children in Rural Areas
University of Iowa
Division of Child Psychiatry
500 Newton Road
Iowa City, IA 52240</p> | <p>S-009 Dr. Keith Larson
Vocational Careers Program for the SPH
Portland State University
P O Box 751
Portland, OR 97207</p> |
| <p>S-002 Dr. Sharon Freagon
Program for Severely/Profoundly
Retarded Youth
Northern Illinois University
Department of Special Education
Graham Hall, Rm 143
DeKalb, IL 60115</p> | <p>S-010 Patricia Kelly
Project for Institutionalized
Severely Retarded
Appalachia Intermediate Unit #8
Cresson Center - Maple Manor
Cresson, PA 16630</p> |
| <p>S-003 Nancy Dalrymple
Project EDUCATE
Indiana University
Developmental Training Center
2853 East 10th Street
Bloomington, IN 47401</p> | <p>S-011 Dr. William Price
Valley Vision Project
Luzerne Intermediate Unit #18
Kingston, PA 18704</p> |
| <p>S-004 Janis L. Johnson
Project PRIDE
Parsons Research Center
Parsons State Hospital and Training Center
PO Box 500
Parsons, KS 67357</p> | <p>S-012 Jean Rayboy-Ruttenberg
Project LINK
Developmental Center Program for
Autistic Children
3965 Conshohocken Avenue
Philadelphia, PA 19131</p> |
| <p>S-005 Fran Cullen
Psycho-Educational Center for Hearing
Impaired/Emotionally Disturbed
Boston School for the Deaf
800 N. Main Street
Randolph, MA 02368</p> | <p>S-013 Dr. Richard C. Nowell
Multiply Handicapped Education Project
The Pennsylvania State University
110 Moore Building
University Park, PA 16802</p> |
| <p>S-006 Dr. Michael Bender
Model Demonstration Center for
Profoundly Retarded Youth
The John F. Kennedy Institute - Room 216
707 North Broadway
Baltimore, MD 21205</p> | <p>S-014 Mrs. Barbara Fazzano
Project PROMISE
Meeting Street School
667 Waterman Avenue
East Providence, RI 02914</p> |
| <p>S-007 Patricia Lantz
Project IMPACT
Holly Center
P O Box 2358
Snow Hill Road
Salisbury, MD 21801</p> | <p>S-015 Joye A. Scheffler
Project SAM
Capital Area Rehabilitation Center
919 West 28th Street
Austin, TX 78705</p> |
| <p>S-008 Philippa Campbell
Molly Stark Project
The Children's Hospital Medical
Center of Akron
281 Locust Street
Akron, OH 44308</p> | <p>S-016 Marty Murrell
MHVI Project
Texas School for the Blind
1100 W 45th Street
Austin, TX 78756</p> |
| | <p>S-017 Beth Stephens
Project SPICY
University of Texas at Dallas
Special Education Program
Box 688 GR4.1
Richardson, TX 75080</p> |

- S-018** Seb Striefel
Exemplary Service Project
Utah State University
Exceptional Child Center - UNC68
Logan, UT 84322
- S-019** Joan C. Gondreau
Project APT
Fairfax County Public Schools
Kilmer Center
8102 Wolftrap Road
Vienna, VA 22180
- S-020** Al Lynch
Community-Based Prevocational Training Program
Washington State Department of Public Instruction
Old Capitol Building - F6-11
Olympia, WA 98504
- S-021** Brenda Duke McBrayer
Program for the Orthopedically Impaired
Mentally Retarded
Shawnee Hills Community Mental Health Center
P O Box 338
Institute, WV 25112
- S-022** Dr. Lou Brown
University of Wisconsin
Department of Behavioral Disabilities
427 Education Building
Madison, WI 53706
- S-023** Lori Goetz
Bay Area Severely Handicapped/
Deaf-Blind Project
Sunshine School
2730 Bryant
San Francisco, CA 94110
- S-024** Bonnie Biel Wuerch
Severely Handicapped Youth Leisure Training
University of Hawaii
Department of Special Education
1776 University Avenue UA4-7
Honolulu, HI 96822
- S-025** Lee Snyder-McClean
Engineering Process-Oriented Educational
Programming for SPH Adolescents
Bureau of Child Research
University of Kansas
Parsons Research Center
Box 738
Parsons, KS 67357
- S-026** Dr. Sandra Alper
Vocational Habilitation for Severely
Handicapped Youth Project
University of Missouri-Columbia
Department of Special Education
515 South Sixth Street
Columbia, MO 65211
- S-027** Dr. Jerome D. Schein
Deaf-Blind Communication Abilities Project
Deafness Research and Training Center
New York University
80 Washington Square East
New York, NY 10003
- S-028** Heidi Rose
Project VOC
University of Oregon
1590 Willamette Street
Eugene, OR 97401
- S-029** David Templeman
Model Project for Deaf-Blind Youth 13-21
Teaching Research Special Education Department
345 Monmouth Street
Monmouth, OR 97361

Learning Disabilities Research Institutes

- L-001** Dr. Tanis Bryan
Project CHIL'D
University of Illinois at Chicago Circle
College of Education
Box 4348
Chicago, IL 60680
- L-002** Dr. Donald D. Deshler
Institute for Research in Learning
Disabilities
The University of Kansas
313 Carruth - O'Leary Hall
Lawrence, KS 66045
- L-003** Martha L. Thurlow
Institute for Research on Learning
Disabilities
The University of Minnesota
Department of Psychoeducational Studies
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

- L-004** Dr. Frances P. Connor
Research Institute for the Study
of Learning Disabilities
Teachers College, Columbia University
525 West 120th Street
New York, NY 10027
- L-005** Dr. Daniel P. Hallahan
University of Virginia Learning
Disabilities Research Institute
264 Rugby Road
Charlottesville, VA 22903

Index

Program information, assessment instruments and disseminable products are included in the Index, and are referred to by project code number.

The number of HCMP and SNP projects and Learning Disabilities Research Institutes involved are parenthetically indicated after the descriptor. To facilitate cross-referencing, the descriptors are arranged in the same order as in the individual project/institute information in the Directory section. Assessment Instruments and Products follow.

TYPE OF PROGRAM

HCMP (49): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-014, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-030, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, H-049.

SNP (29): S-001, S-002, S-003, S-004, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

LDRI (5): L-001, L-002, L-003, L-004, L-005.
Only the educational model programs (HCMP and SNP) are indexed. Due to both the focus and small number of LDRIs, they have been indexed only in the Product Guide.

FISCAL YEAR OF GRANT AWARD

FY 79-80 (1st year) (26): H-024, H-025, H-026, H-027, H-028, H-029, H-030, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, H-049.

FY 78-79 (2nd year) (31): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-014, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

FY 77-78 (3rd year) (21): S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021.

PRIMARY OPERATIONAL BASE

Local Education Agency (LEA) (25): H-002, H-003, H-004, H-006, H-009, H-011, H-012, H-013, H-017, H-019, H-020, H-022, H-023, H-024, H-031, H-032, H-034, H-038, H-041, S-010, S-011, S-012, S-016, S-019, S-020, S-023.

State Education Agency (SEA) (2): H-008, H-010

Higher Education Agency (HEA) (28): H-001, H-014, H-016, H-027, H-030, H-033, H-036, H-039, H-042,

H-043, H-044, H-045, H-046, H-048, S-001, S-002, S-003, S-004, S-009, S-013, S-017, S-018, S-022, S-024, S-025, S-027, S-028, S-029.

Other Publicly Funded Agency (8): H-007, H-015, H-018, H-021, H-035, H-049, S-005, S-026.

Private, Non-Profit Agency (14): H-005, H-025, H-026, H-028, H-029, H-037, H-040, H-047, S-006, S-007, S-008, S-014, S-015, S-021.

DISABILITY TYPES

Specific Learning Disabilities (22): H-001, H-002, H-006, H-009, H-013, H-016, H-017, H-019, H-022, H-023, H-024, H-025, H-026, H-030, H-032, H-034, H-038, H-042, H-043, H-047, H-048, H-049.

Mentally Retarded (34): H-001, H-004, H-006, H-009, H-010, H-013, H-017, H-018, H-020, H-022, H-023, H-024, H-025, H-026, H-028, H-030, H-032, H-034, H-038, H-042, H-044, H-048, H-049, S-002, S-004, S-006, S-007, S-010, S-018, S-019, S-022, S-023, S-024, S-026.

Hard of Hearing (8): H-001, H-004, H-017, H-022, H-024, H-026, H-030, S-007.

Deaf (6): H-004, H-017, H-026, H-030, S-005, S-023.

Speech Impaired (7): H-001, H-004, H-017, H-022, H-024, H-026, S-007.

Visually Handicapped (7): H-001, H-004, H-017, H-022, H-026, H-030, S-007.

Blind (4): H-022, H-026, H-030, S-007.

Deaf-Blind (6): H-017, H-026, S-002, S-007, S-027, S-029.

Seriously Emotionally Disturbed (24): H-001, H-004, H-005, H-006, H-013, H-015, H-016, H-017, H-019, H-021, H-022, H-031, H-034, H-035, H-041, H-042, H-043, H-044, H-047, S-003, S-007, S-019, S-024, S-026.

Orthopedically Impaired (9): H-001, H-004, H-006, H-017, H-022, H-024, H-026, H-027, S-007.

Other Health Impaired (7): H-001, H-004, H-006, H-013, H-017, H-022, S-007.

Multiple Handicapped (33): H-004, H-007, H-010, H-017, H-018, H-022, H-024, H-026, H-036, H-040, H-046, S-002, S-003, S-004, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026.

Cross-Categorical (11): H-001, H-003, H-011, H-022, H-023, H-024, H-025, H-031, H-043, H-048, S-003.

LEVELS OF SEVERITY

Mild (31): H-001, H-002, H-003, H-005, H-006, H-011, H-012, H-013, H-015, H-016, H-019, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-030, H-031, H-032, H-033, H-034, H-038, H-039, H-042, H-043, H-048, H-049, S-001, S-027

Moderate (39): H-001, H-002, H-003, H-004, H-005, H-009, H-011, H-012, H-015, H-016, H-017, H-019, H-022, H-023, H-024, H-026, H-027, H-028, H-029, H-030, H-031, H-032, H-033, H-034, H-037, H-038, H-039, H-040, H-043, H-044, H-047, H-049, S-001, S-015, S-016, S-026, S-027, S-028, S-029.

Severe (58): H-004, H-005, H-007, H-010, H-012, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-024, H-026, H-027, H-030, H-031, H-034, H-035, H-036, H-037, H-039, H-040, H-041, H-044, H-045, H-046, H-047, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

Profound (36): H-007, H-010, H-018, H-020, H-026, H-027, H-034, H-035, H-036, H-037, H-041, H-045, H-046, S-001, S-002, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-013, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-027.

AGE GROUPS

Ages 0-2 (0):

Ages 3-5 (12): H-007, H-024, H-027, H-030, H-034, H-035, S-003, S-004, S-012, S-013, S-018, S-023.

Ages 6-8 (32): H-004, H-007, H-010, H-015, H-018, H-020, H-021, H-027, H-030, H-031, H-034, H-035, H-036, H-038, H-040, H-042, S-002, S-003, S-004, S-005, S-006, S-007, S-011, S-012, S-013, S-015, S-016, S-018, S-019, S-021, S-023, S-027

Ages 9-12 (41): H-001, H-004, H-005, H-007, H-010, H-015, H-018, H-019, H-020, H-021, H-023, H-024, H-026, H-027, H-030, H-031, H-032, H-034, H-035, H-036, H-038, H-040, H-043, H-046, H-047, S-003, S-004, S-005, S-006, S-007, S-010, S-011, S-012, S-013, S-015, S-016, S-018, S-019, S-021, S-023, S-027

Ages 13-18 (54): H-002, H-003, H-004, H-005, H-006, H-007, H-009, H-010, H-011, H-013, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-024, H-025, H-026, H-027, H-028, H-034, H-035, H-036, H-041, H-043, H-044, H-046, H-047, H-048, S-002, S-003, S-004, S-006, S-007, S-008, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-029.

Ages 19-21 (35): H-002, H-006, H-007, H-009, H-010, H-011, H-013, H-016, H-017, H-018, H-019, H-020, H-022, H-026, H-028, H-036, H-041, H-046, H-049, S-002, S-004, S-006, S-007, S-008, S-009, S-010, S-011, S-013, S-015, S-016, S-019, S-020, S-021, S-026, S-029.

Ages 22+ (2): H-031, H-035.

PROJECT STAFF

Teacher/Instructional Personnel for Children (42):

H-001, H-002, H-004, H-006, H-007, H-009, H-013, H-015, H-016, H-017, H-020, H-021, H-025, H-029, H-030, H-033, H-035, H-039, H-040, H-041, H-044, H-045, H-046, H-048, H-049, S-001, S-002, S-003, S-005, S-006, S-007, S-009, S-011, S-013, S-014, S-015, S-020, S-022, S-023, S-024, S-026, S-029.

Teacher/Instructional Personnel for Staff (20): H-001, H-007, H-009, H-010, H-018, H-019, H-020, H-022, H-032, H-034, H-041, H-042, H-043, H-048, S-001, S-018, S-019, S-022, S-023, S-029.

Teacher/Instructional Personnel for Parents (17):

H-010, H-018, H-020, H-021, H-032, H-034, H-042, S-001, S-010, S-012, S-013, S-018, S-019, S-020, S-021, S-024, S-029.

Teacher Aide/Intern/Assistant (22): H-002, H-010, H-016, H-017, H-020, H-021, H-022, H-023, H-028, H-034, H-041, H-043, S-003, S-005, S-006, S-007, S-013, S-014, S-015, S-019, S-020, S-023

Occupational Therapist (11): H-004, H-018, H-027, H-035, S-007, S-014, S-016, S-018, S-019, S-021, S-026.

Physical Therapist (8): H-004, H-024, H-037, H-045, S-012, S-014, S-019, S-021.

Psychologist (14): H-001, H-002, H-005, H-010, H-021, H-024, H-035, H-040, S-001, S-003, S-005, S-013, S-014, S-018.

Speech/Language/Communication Specialist (14):

H-002, H-004, H-010, H-027, H-040, H-045, S-001, S-003, S-012, S-014, S-016, S-021, S-025, S-026.

Other Administrative Staff (e.g., Project Assistant, Services Coordinator) (25): H-005, H-006, H-007, H-014, H-022, H-027, H-029, H-030, H-033, H-039, H-041, H-042, H-048, S-001, S-003, S-004, S-005, S-011, S-012, S-014, S-015, S-021, S-022, S-027, S-028.

Clerical/Secretarial Support Staff (55): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-011, H-012, H-014, H-015, H-018, H-019, H-022, H-024, H-025, H-026, H-027, H-028, H-030, H-031, H-033, H-034, H-035, H-036, H-040, H-041, H-043, H-045, H-046, H-047, H-048, H-049, S-002, S-005, S-007, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-019, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

Medical Staff (3): S-011, S-014, S-021.

Social Worker (6): H-005, H-040, S-003, S-011, S-014, S-022.

Counselor (7): H-005, H-006, H-016, H-017, H-022, S-011, S-013.

Other Specialty Staff (40): H-003, H-005, H-006, H-007, H-008, H-014, H-018, H-022, H-024, H-027, H-031, H-032, H-035, H-036, H-038, H-039, H-041, H-043, H-044, H-045, S-001, S-003, S-004, S-005, S-006, S-007, S-012, S-013, S-014, S-015, S-016, S-018, S-019, S-020, S-021, S-024, S-025, S-026, S-028, S-029.

PROJECT SERVICE AREAS

Inner City (27): H-001, H-003, H-005, H-007, H-009, H-012, H-013, H-016, H-018, H-020, H-021, H-028, H-029, H-030, H-032, H-035, H-036, H-043, H-046, H-049, S-005, S-012, S-014, S-016, S-017, S-023, S-027.

Major City (34): H-001, H-003, H-005, H-007, H-009, H-012, H-013, H-014, H-016, H-018, H-021, H-027, H-028, H-030, H-031, H-032, H-036, H-041, H-044, H-049, S-001, S-003, S-005, S-006, S-012, S-014, S-016, S-017, S-020, S-022, S-023, S-024, S-027, S-029.

City (36): H-001, H-003, H-005, H-006, H-007, H-010, H-015, H-019, H-021, H-026, H-027, H-032, H-033, H-037, H-039, H-040, H-042, H-043, H-049, S-001, S-003, S-005, S-009, S-010, S-011, S-014, S-015, S-016, S-017, S-018, S-023, S-024, S-026, S-027, S-028, S-029.

Suburban (33): H-001, H-002, H-005, H-006, H-007, H-016, H-017, H-018, H-019, H-022, H-023, H-026, H-030, H-031, H-033, H-037, H-038, H-039, H-040, H-042, H-047, H-048, H-049, S-003, S-005, S-014, S-015, S-016, S-017, S-019, S-023, S-024, S-027.

Small Town (31): H-001, H-003, H-006, H-007, H-008, H-011, H-025, H-026, H-029, H-033, H-034, H-037, H-047, H-049, S-001, S-002, S-003, S-005, S-007, S-008, S-010, S-011, S-013, S-014, S-015, S-016, S-017, S-021, S-026, S-027, S-029.

Rural (37): H-001, H-003, H-004, H-007, H-008, H-011, H-023, H-024, H-025, H-026, H-027, H-029, H-031, H-034, H-037, H-040, H-045, H-047, H-049, S-001, S-002, S-003, S-004, S-005, S-007, S-010, S-011, S-013, S-014, S-015, S-016, S-017, S-018, S-021, S-025, S-027, S-029.

Project Serves More Than One State (5): H-001, H-014, H-029, H-049, S-017.

Project Serves Entire State (10): H-008, H-040, S-001, S-003, S-005, S-006, S-014, S-027, S-028, S-029.

Project Does Not Serve Entire State (63): H-002, H-003, H-004, H-005, H-006, H-007, H-009, H-010, H-011, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-030, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, S-002, S-004, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-015, S-016, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026.

SERVICE SITES

Regular Elementary School (30): H-001, H-004, H-008, H-014, H-021, H-023, H-024, H-030, H-031, H-032, H-033, H-034, H-035, H-037, H-038, H-039, H-040, H-042, H-043, H-045, S-001, S-002, S-003, S-006, S-007, S-011, S-012, S-013, S-016, S-017.

Regular Secondary School (27): H-002, H-003, H-004, H-006, H-008, H-009, H-011, H-014, H-019, H-022,

H-024, H-025, H-026, H-033, H-034, H-035, H-037, H-040, H-041, H-043, H-048, S-001, S-013, S-016, S-022, S-028, S-029.

Higher Education Institution (7): H-004, H-016, H-021, H-030, H-034, H-045, S-029.

Regular Vocational School (1): H-017.

Special Elementary School (26): H-001, H-004, H-007, H-010, H-018, H-020, H-024, H-027, H-034, H-035, H-036, H-039, H-040, H-043, H-046, H-047, S-001, S-003, S-004, S-005, S-007, S-011, S-012, S-013, S-017, S-023.

Special Secondary School (23): H-004, H-011, H-012, H-013, H-017, H-018, H-024, H-028, H-034, H-035, H-036, H-040, H-043, H-044, H-047, S-001, S-003, S-007, S-013, S-014, S-016, S-020, S-028.

Special Vocational School (4): H-008, H-017, S-001, S-016.

Residential Facility (23): H-007, H-010, H-018, H-035, H-037, H-040, H-044, H-049, S-001, S-003, S-004, S-006, S-007, S-010, S-011, S-013, S-014, S-016, S-017, S-025, S-026, S-027, S-029.

Special Center (e.g., psychiatric hospital day program, child development center, university affiliated facility, individual teaching home) (25): H-001, H-003, H-004, H-005, H-007, H-012, H-015, H-017, H-022, H-028, H-029, H-031, H-037, H-040, S-001, S-006, S-008, S-012, S-015, S-017, S-018, S-019, S-024, S-027, S-029.

Clients' Residences (private homes) (21): H-004, H-010, H-018, H-024, H-027, H-031, H-034, H-037, H-047, S-001, S-003, S-007, S-010, S-011, S-013, S-014, S-016, S-017, S-021, S-024, S-029.

Other (e.g., job site, museum, wilderness training, parent center) (12): H-001, H-003, H-014, H-017, H-018, H-025, H-036, H-037, S-006, S-008, S-009, S-026.

SERVICES PROVIDED

Screening/Child-Find (60): H-001, H-004, H-005, H-007, H-008, H-010, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-030, H-031, H-033, H-034, H-036, H-037, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-015, S-016, S-018, S-019, S-021, S-022, S-023, S-024, S-026, S-029.

Referral to Appropriate Program (64): H-001, H-004, H-005, H-007, H-008, H-009, H-010, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-026, H-027, H-029, H-030, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, H-049, S-001, S-002, S-003, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-026, S-029.

General Program Development (IEP) (72): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-031, H-032, H-033, H-034, H-035, H-036, H-037, H-039, H-040, H-041, H-042, H-044, H-045, H-046, H-047, H-048, H-049, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-025, S-026, S-028, S-029.

Instruction/Therapy Plan Development (IP) (59): H-004, H-005, H-007, H-008, H-009, H-012, H-013, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-026, H-027, H-029, H-030, H-031, H-033, H-034, H-035, H-036, H-037, H-038, H-040, H-041, H-043, H-044, H-045, H-046, H-047, H-048, H-049, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-018, S-019, S-020, S-021, S-022, S-023, S-025, S-026, S-029.

Direct Instruction/Training with Client (75): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-031, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, H-049, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-027, S-028, S-029.

Direct Therapy with Client (52): H-004, H-005, H-007, H-008, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-024, H-026, H-027, H-029, H-031, H-033, H-034, H-035, H-036, H-037, H-040, H-041, H-044, H-045, H-046, H-047, H-048, S-001, S-005, S-004, S-007, S-008, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-025, S-026, S-029.

Ongoing Evaluation of Client Progress (73): H-001, H-002, H-003, H-004, H-005, H-006, H-007, H-008, H-009, H-010, H-011, H-012, H-013, H-015, H-016, H-017, H-018, H-019, H-020, H-021, H-022, H-023, H-024, H-025, H-026, H-027, H-028, H-029, H-031, H-033, H-034, H-035, H-036, H-037, H-038, H-039, H-040, H-041, H-042, H-043, H-044, H-045, H-046, H-047, H-048, S-001, S-002, S-003, S-005, S-004, S-006, S-007, S-008, S-009, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-025, S-026, S-027, S-029.

Family Training/Counseling/Therapy (59): H-001, H-002, H-004, H-005, H-007, H-008, H-010, H-012, H-013, H-014, H-015, H-016, H-018, H-019, H-021, H-022, H-024, H-025, H-027, H-029, H-031, H-033, H-034, H-035, H-036, H-037, H-040, H-041, H-042, H-044, H-045, H-046, H-047, H-048, S-001, S-002, S-003, S-004, S-005, S-006, S-007, S-008, S-010, S-011, S-012, S-013, S-014, S-015, S-016, S-017, S-018, S-019, S-020, S-021, S-022, S-023, S-024, S-026, S-029.

ASSESSMENT INSTRUMENTS

Academic Test of Adult Basic Education. H-013.

Adaptive Behavior Scales (AAMD). H-017, H-024, H-041, S-015, S-018, S-024.

Affective Inventory. H-017.

Alpern-Boll Developmental Profile. S-001, S-003, S-018.

Arlin Hills Attitude Surveys. H-029.

Autism Behavior Checklist. H-041.

Autism Screening Instrument for Educational Planning. H-041.

Ayers Motor Accuracy Test. S-015.

Balthazar Scales of Adaptive Behavior. H-041, S-006.

Bates Communication Interviews. S-025.

Bayley Scales of Infant Development (BSID). S-001, S-003, S-013, S-015.

Behavioral Characteristics Progression (BCP). H-046.

Behavior Checklist. H-007.

Behavior Rating Instrument for Autistic and Atypical Children (BRIAAC). S-012, S-027.

Behavior Rating Profile (Brown & Hammill). H-038.

Bender-Gestalt Test. H-016, H-021, H-031, S-005.

Boehm Test of Basic Concepts. S-003.

Brigance Diagnostic Inventory of Basic Skills. H-045, H-049.

Brown-Holtzman Survey of Study Habits and Attitudes. H-016.

California Achievement Tests (CAT). H-023.

California Psychological Inventory. H-017.

Callier-Azusa Scale. H-026, S-007, S-017, S-018, S-025, S-027, S-029.

Camelot Behavioral Checklist. S-029.

Career Maturity Inventory-Attitude Scale (CMI). H-017.

Carrow Elicited Language Inventory (CELI). H-027, S-001.

Children's Behavior Inventory. H-035.

Circus. S-015.

Classroom Adaptive Behavior Observation Instrument (CABOI). H-041.

Coats Living Skills and Job Matching. H-017.

Conners Behavioral Rating Scale. H-031.
 Cooperative School and College Ability Tests (SCAT). H-029.
 Coopersmith Inventory. H-029.
 Cury Basic Skills and Math Placement. H-016.
 Daily Living Skills. H-004.
 Denver Developmental Screening Test. H-007, S-001.
 Detroit Tests of Learning Aptitude. H-031, S-015.
 Developmental Achievement Wheel. S-019.
 Developmental Activity Screening Inventory (DASI). S-001.
 Developmental Test of Visual Motor Integration. S-005.
 Diagnostic Reading Tests: Survey Section. H-035.
 Directive Teaching Instructional Management System (DTIMS). H-038.
 DISTAR Placement Tests. H-024.
 Down's Syndrome Assessment Inventory Forms. H-004.
 Draw-A-Person. S-005.
 EASE (Inventory of Sexual Knowledge). H-028.
 Englemann-Becker Corrective Reading and Morphographic Spelling Checklist. H-002.
 Fels Parent Behavior Rating Scale. S-017.
 Fiorentino Reflex Test. S-016.
 General Aptitude Test Battery (GATB). H-022.
 Gilmore Oral Reading Test. H-002.
 Hahnnemann High School Behavior Rating Scale. H-033.
 High School APL Survey. H-035.
 Hiskey-Nebraska Test of Learning Aptitude. S-013.
 Holland Vocational Preference Inventory. H-017.
 Holly Center Communication and Language Screening Assessment. S-007.
 House-Tree-Person (Bucks). H-031.
 Howe Observation Code. H-034.
 Illinois Test of Psycholinguistic Abilities. S-005.
 Index of Qualification for Special Services. S-008.
 Individual Assessment and Curriculum System. S-018.
 Informal Mathematics Assessment. H-009.
 Informal Reading Assessment Tests. H-029.
 Informal Reading Inventory. H-009.
 Iowa Achievement Test. H-009.
 JEVS Work Sample Evaluation System. H-022.
 Key Math Diagnostic Arithmetic Test. H-002, H-024, H-025, H-029, H-031, H-035, H-043, H-048, S-003 S-015.
 Kunca and Haywood Picture Motivation Scale. H-043.
 Learning Disorders Unit Neuropsychological Series. H-035.
 Leiter Adult Intelligence Scale. S-001, S-003, S-013.
 Lorge-Thorndike Intelligence Tests. H-043.
 Louisville Behavior Checklist. H-015.
 Madeline Hunter Criterion Teaching Lesson Recap. H-002.
 Maladaptive Behavior Checklist. S-019.
 McCarron Dial Work Evaluation System. H-022, H-049.
 Meeting Street School Screening Test (Language). S-007.
 Merrill-Palmer Equivalency Scale. S-001.
 Michigan Deaf/Blind Scale. S-023.
 Miller Behavior Checklist. H-017.
 Mind Tool and Singer Evaluations. H-017.
 Minnesota Importance Questionnaire. H-022, H-049.
 Minnesota Preschool Scale. S-001.
 Minnesota Teacher Attitude Inventory. H-043.
 Nowicki-Strickland Locus of Control. H-043.
 PACE (Individual Prescribed Instructional System). H-025.
 Peabody Individual Achievement Test (PIAT). H-002, H-006, H-011, H-019, H-021, H-024, H-035, H-043, S-001, S-021.
 Peabody Picture Vocabulary Test (PPVT). H-004, H-027, S-003, S-005, S-015.
 Picture Interests Exploration Survey. H-022.
 Piers-Harris Children's Self-Concept Scale. H-005, H-017, H-021, H-022, H-043.
 Preschool Attainment. S-013.
 Prevocational Assessment Curriculum Guide (PACG). S-020.
 Prevocational Assessment Inventory (PAI). S-020.
 Program for Assessing Youth Employment Skills (PAYES). H-011.

Progress Assessment Chart of Social Development (PAC). S-020.

Psychoeducational Profile of Basic Learning Abilities (PEP). S-003.

Psychological Stimulus-Response (PSR). S-014.

RAMOS Reading and Math Observation System. H-048.

Raven's Standard Progressive Matrices. H-043.

Reading and Mathematics: Analysis of Readiness Skills. S-003.

REEL: Bzoch-Lerue Receptive-Expressive Emergent Language Scale. H-027, S-016, S-021.

Rorschach. H-031.

Rosenberg Self-Concept Scale. H-043.

Rotter's Generalized Expectation for Internal vs. External Control of Reinforcement. H-029.

Rotter's Locus of Control Scale. H-016.

Scientific Research Associates (SRA) Primary Mental Abilities. H-024, H-043.

Sequenced Inventory of Communications Development (SICD). H-041, S-001, S-025.

Slingerland Screening Tests for Identifying Children with Specific Language Disability. H-006.

Slossen Intelligence Test. S-018.

Social and Prevocational Information Battery. H-011.

Social Behavior Survival Program Inventory. H-039.

Social Interaction Inventory (SII). H-036.

Southern California Sensory Integration Tests. S-016.

Stanford Achievement Test. H-013.

Stanford-Binet Intelligence Scale. S-001, S-018.

Stanford Diagnostic Mathematics Test. H-006.

Stanford Diagnostic Reading Test. H-006.

Student Occupational Interests Survey. H-022.

Symbolic Play Test. S-001.

TARC Assessment Inventory for Severely Handicapped Children. S-021, S-024, S-025.

Tennessee Self-Concept Scale. H-017, H-049.

Test for Auditory Comprehension of Language (TACL). H-027, S-001.

Test of Language Development (TOLD). S-001.

Test of Written Language (TOWL). H-029.

Thing To Do Inventory. H-017.

Uniform Performance Assessment System (UPAS). H-024, H-046, S-020.

Uzgiris and Hunt: Ordinal Scales of Psychological Development. S-006, S-025.

Vermont Basic Competencies Screening Test. H-048.

Visual-Motor Integration Test (VMI). H-031, S-003.

Vineland Social Maturity Scale. H-024, S-013.

Vocational Information and Evaluation Work Samples (VIEWS). S-020.

Vocational Planning Inventory. H-022.

Wechsler Adult Intelligence Scales (WAIS). H-035, H-049.

Wechsler Intelligence Scale for Children (WISC-R). H-005, H-021, H-029, S-005.

Werry-Quay Behavior Scale. H-031.

West Virginia Assessment and Tracking System. S-021.

Wide Range Achievement Test (WRAT). H-002, H-005, H-006, H-017, H-019, H-021, H-023, H-029, H-031, H-035.

Wide-Range Interest-Opinion Test. H-022.

Wolf Inventory of Psycholinguistic Progress (WIPP). S-027.

Woodcock-Johnson Psychoeducational Battery. H-011, H-013, H-016, H-035, H-049.

Woodcock Reading Mastery Tests. H-019, H-025, H-031, H-048, S-003, S-015.

Worker Adjustments Survey. H-022.

PRODUCTS

Only products which are currently available are included in this index. The number of products available of a specific type are parenthetically indicated after the project/institute code numbers.

Assessment/Evaluation Instrument. H-010, H-022 (4), H-041, H-048, S-004 (2), S-018, S-019 (2).

Assessment/Programming Instrument. S-017.

Bibliography. H-014.

Book for Children. S-003.

Brochure. H-006, H-012, H-013, H-019, H-025, S-017, S-018 (2).

Curriculum. H-002, H-008, S-003, S-004, S-022 (3).

Data Delivery System. H-022.

Directory/Catalog. H-008, H-012, S-017 (2), S-028.

General. H-018, H-019, H-022, S-004, S-017.

Literature Review^a. L-001, L-002, L-003, L-004 (5), L-005.

Manual. H-013.

Monograph. L-002 (9), L-003 (7).

Newsletter. H-012, S-017, L-001, L-002, L-004.

Overview. S-017.

Paper. H-042, L-001 (26).

Parent Program. H-014, S-017.

Report. H-017, S-017, S-027 (2), L-003.

Research Report. L-002 (2), L-003 (27).

Technical Report. L-005(19).

Training Guide. H-002, H-008 (3), H-017, S-003, S-004(2), S-017(2), S-019(4), L-004.

Workshop Listing. H-022.

^a All Learning Disabilities Research Institutes have literature reviews available; these may be identified in the Product Guide as monographs, research or technical reports, or literature reviews.

